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FRENCH

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Module 6: Amusons-nous



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French 10

Module 6

Amusons-nous



**Distance
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ACKNOWLEDGEMENT

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This document is intended for	
Students	✓
Teachers (French 10)	✓
Administrators	
Parents	
General Public	
Other	

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Student Module
Module 6
Amusons-nous
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Bienvenue au module 6!

Welcome to Module 6!

We hope you will enjoy your study of *Amusons-nous* (Let's Have Fun). In this module you will use a variety of resources:

- the student module booklet
- the student text, *Entrez 1*
- the workbook (*Cahier d'activités*)
- the visuals (vocabulary posters)
- the VHS videotape, which explains the vocabulary visuals
- the workbook audiotapes
- the textbook audiotapes
- the blank audiotapes for recording your oral work
- the French Grammar Booklet
- a good French-English dictionary

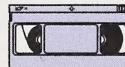
To make it easier to tell when to use which resource, you will be prompted by symbols called icons.

This icon will prompt you to use the textbook.

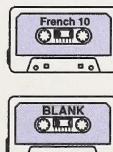


This icon will prompt you to use the workbook.

This icon will prompt you to use the videotape.



This icon will prompt you to use one of the prerecorded audiotapes.



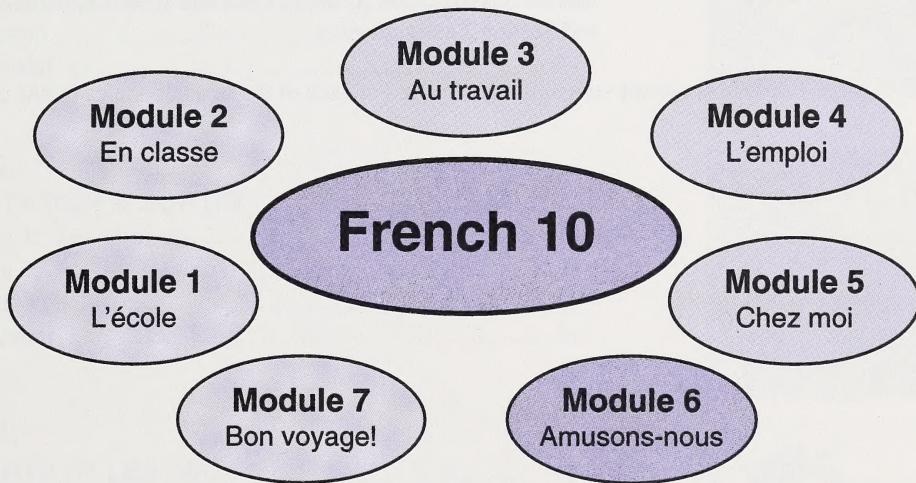
This icon will prompt you to use one of the "blank" assignment tapes.
(You can use any blank cassette for this purpose, not only the tapes that came with your course.)



COURSE OVERVIEW

The document you are presently reading is called a student module booklet. It is a study guide for the textbook, workbook, videotape, and audiotapes. It will take you through the course and show you, step by step, what to do and how to do it. At times you will need extra information on grammar points, pronunciation, listening skills, and cultural content. You may need to talk to your teacher or facilitator. Whenever you sit down to work on your course, you should begin by referring to the student module booklet.

Modules 1 and 2 correspond to *Unité 1* of the textbook and Modules 3 and 4 correspond to *Unité 2* of the textbook. The remaining three modules correspond to the last three units of the textbook. There are seven modules in this course:



Each module comprises two to four sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these exercises yourself using the *Après tout* (the appendix) at the end of each module. This will provide you with immediate feedback on your progress. Your grading in the course is based upon the assignments that you submit for evaluation and upon the final test. In each section, you will complete parts of the assignment. At the end of the module, you will submit all parts of the assignment for evaluation.

Module 6 is organized like this:

- Section 1 Activity 1 (Check your answers in the Après tout.)
 Activity 2 (Check your answers in the Après tout.)
 Activity 3 (Check your answers in the Après tout.)
 Section 1 Assignment (Complete this, but don't submit it yet.)
- Section 2 Activity 1 (Check your answers in the Après tout.)
 Activity 2 (Check your answers in the Après tout.)
 Section 2 Assignment (Complete this, but don't submit it yet.)
- Section 3 Activity 1 (Check your answers in the Après tout.)
 Activity 2 (Check your answers in the Après tout.)
 Activity 3 (Check your answers in the Après tout.)
 Section 3 Assignment (Complete this and submit it, together with the Section 1 and Section 2 assignments.)

You will submit assignments at the end of each of the seven modules in this course.

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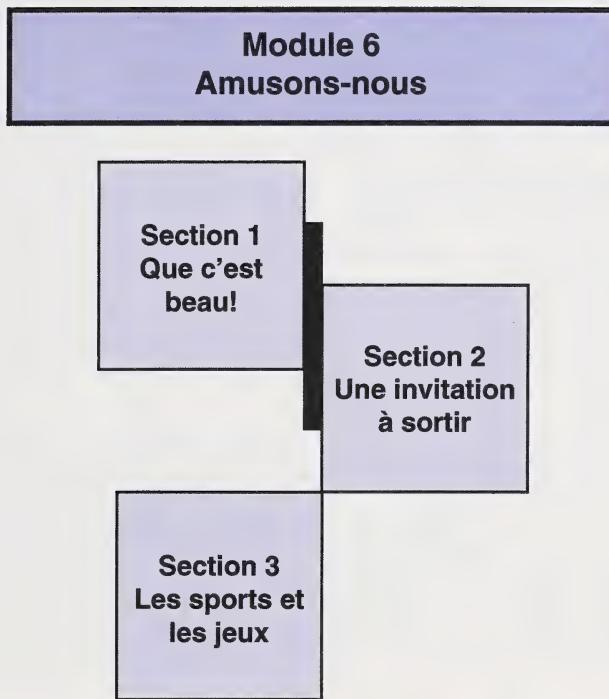
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MODULE OVERVIEW

What are your favourite pastimes? Of course, different people enjoy different things, so there are lots of choices possible. In this module, you will talk about some common interests, such as sports and clothing. You will talk about what you and your friends are going to do on the weekend, and about what you want to eat. You will interview a famous singer, and you will chat with a friend on the phone. You will learn a lot of “fun” words and “fun” expressions. Enjoy!



Evaluation

Your mark will be determined by how well you complete the assignments at the end of each section. You must complete all assignments. In this module, you are expected to complete three assignments. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
Section 3 Assignment	100 marks
TOTAL	300 marks

When doing your assignments, work slowly and carefully. If you are having difficulties, go back and review the material in the textbook and student module booklet. If you are still stuck, call your distance learning teacher or facilitator.

Read all parts of the assignment carefully and complete your work neatly. You will record some parts of the assignment on tape, others will be done on pages of the workbook (*cahier d'activités*), and still others will be completed on your own paper. When using lined loose-leaf pages, leave one wide margin for the teacher's comments. Before submitting your assignments, read your answers carefully to make sure that they say what you want them to say.

Send in only the material requested in the assignments (*les devoirs*). On all pages of your own paper, clearly identify each page, with this information placed at the top:

French 10	Module #	Section # Assignment	Page #	Name and ID #
For example:				
French 10	Module 6	Section 1	Page 41	Laurel Price #5555555

Section

1

Que c'est beau!



It is Saturday and what are you going to do? Do you have to work this weekend, or do you have some time off? Will you shop or go to a movie? Or would you rather go out for a meal? Maybe you'll participate in your favourite sport. Or maybe you just feel like lounging around.

In Section 1, you will practise saying what activities various people are going to do. A wide diversity of activities will be mentioned. You will use the verb *aller* to talk about future events. You will review some of the terminology about work that you learned in previous modules. You will also have a chance to work on your interviewing skills after listening to a television interview of a rock star.

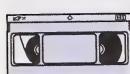
Activity 1: Événements

Section 1 begins a new module called *Amusons-nous*, which means “Let’s Have Fun” or “Let’s Enjoy Ourselves.” You’ll use vocabulary to help you answer questions like these:

- What’s there to eat?
- What can I do?
- What shall I wear?

The first part of the section deals with leisure activities.

Visuals 30 and 30a



Watch this segment of the video in which a number of students discuss where they are going. As you will see, they go to a wide variety of events.

Workbook (*Exercices d’écoute A and B, pages 106 and 107*)



These are listening exercises. They are at the beginning of audiotape 4B.

A. *Exercice d’écoute A*



On page 106 of your workbook, you will see pictures of symbols representing different activities. Listen to audiotape 4B and circle the symbol of the activity being spoken about. Number 1 is done for you.

Vocabulary	
encercler	to put a circle around
nommer	to name
une planche à voile	a windsurfer
tantôt	soon, in a minute
les courses	the races
maintenant	now, right away
un changement	a change
un spectacle aérien	an air show
le lutte	wrestling
l’haltérophilie	weight lifting
un tournoi de billard	a billiards tournament
les épreuves d’athlétisme	track and field events
aujourd’hui	today
en plein air	outdoors
ce soir	this evening

Check your answers by turning to the Après tout, Section 1: Activity 1.

B. Exercice d'écoute B



Read the instructions and the list of activities labelled **a** to **i** on page 107 of your workbook.

Vocabulary	
Écoutez les phrases.	Listen to the sentences.
Encerclez ce que vous entendez.	Circle what you hear.
Regardez la liste d'activités.	Look at the list of activities.
Écrivez la lettre correspondante dans la case.	Write the corresponding letter in the box.



As you listen to audiotape 4B, follow in your workbook. Circle the introductory subject and verb and decide in which column box the activity letter should be placed.

Check your answers by turning to the Après tout, Section 1: Activity 1.

Expressions of Time

Each of the announcements you heard ended with an expression of time. Words like the following tell **when** the activities are happening.

tantôt	soon
maintenant	now
à 1 h	at 1 o'clock
ce soir	tonight
aujourd'hui	today
dans dix minutes	in ten minutes

Student text (*La voix des jeunes 1, A. Au restaurant tournant, pages 136 to 138*)



The Gauthier family is enjoying dinner at a revolving restaurant. Serge and his sister Monique are admiring the view with binoculars. The view includes boyfriends and girlfriends. Listen to their conversations as they tease each other. They are at the beginning of audiotape 1B, right after *En vedette*. Listen several times while following in your text, and then listen with your text closed. When you feel comfortable with the dialogue, try it yourself. If you have a friend to work with, take turns being Serge and Monique.

C. Check your comprehension by answering the following questions.

1. Quel jour est-ce?
2. Où est-ce que la famille Gauthier mange?
3. Que font Serge et Monique?

Check your answers by turning to the Après tout, Section 1: Activity 1.

D. Use the two lists on page 137 of your text to complete this oral exercise. Do numbers 1 to 5 on pages 137 and 138 of the text. You may wish to write out the sentences before saying them, so as not to forget any substitutions.

Vocabulary	
tournant	turning, revolving
le paysage	the view, the scenery
les jumelles	the binoculars, the twins
taquiner	to tease
Attends!	Wait!
Que tu es bête!	How silly you are! You're stupid!
là-bas	over there

Check your answers by turning to the Après tout, Section 1: Activity 1.

Aller: The Present Tense, *il/elle* and *ils/elles* Forms

The verb *aller* means “to go.” It is an irregular verb. That means that it does not follow any particular pattern as other verbs do. Memorize these forms as you encounter them. So far you have used the following conjugations.

il/elle va	he/she goes
ils/elles vont	they go

Workbook (*Exercices écrits 1 and 2, pages 120 and 121*)

E. ***Exercice écrits 1***

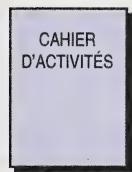


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You are to complete the bulletin board (*les panneaux d'affichage*). You have three things to do:

- Choose the name of the event from the left-hand column at the bottom of the page.
- Put in a date of your choice.
- Choose the place of the event from the right-hand column at the bottom of the page.

Check your answers by turning to the Après tout, Section 1: Activity 1.



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F. ***Exercice écrits 2***

Each picture on page 121 is accompanied by an excerpt from a letter. Use the verb *aller* and the name of the event to complete the excerpt. In the example, *il va* is used because it refers to Tom, a boy. The event pictured is motorcycle racing, so use *courses de motos*. Your sentence reads, *Il va toujours aux courses de motos*, which means, “He always goes to motorcycle races.” Complete the remaining letter excerpts in the same way. Look at the introductory expression to determine what pronoun and verb form to use. In number 2, for instance, the writer is referring to *mes soeurs*, so you would use the pronoun *elles* along with its verb form *vont*, and so on. Refer to page 120 in the workbook for the names of the events.



VIDEOTAPES

If you wish, you may review the names of places and events by re-running your videotape section called Visuals 30, 30a.

Save this exercise to submit as part of your module assignment.

Aller: The Present Tense, je, tu, nous, and vous Forms

Study these forms of the verb *aller*.

Je vais (I am going/I go)
Tu vas (you are going/you go)

Nous allons (we are going/we go)
Vous allez (you are going/you go)

Review these forms of the verb *aller*.

Il/elle va (he/she is going)

Ils/elles vont (they are going)

Here are some examples of the verb *aller* in use:

- Moi: Bonjour, Saul. *Je vais* au match de baseball. Est-ce que *tu vas* au match?
 Saul: Oui, *je vais* au match aussi.
 (There is a baseball game this Saturday. I am going and I ask my friend whether he is going.)
- Moi: Est-ce que *vous allez* au concert la semaine prochaine? *J'y vais* avec ma classe; *Nous allons* en autobus.
 (There is a concert next week. I ask my parents whether they are going. I am going with my class on the bus.)

Student text (*La voix des jeunes 1, B. Pauvre Richard!*, pages 138 and 139)



The title of this exercise is *Pauvre Richard!* (Poor Richard!) Why must you feel sorry for Richard? Read the introductory paragraph to find out.

Vocabulary

en ville	in the city, downtown
une affiche	a poster
pas tout seul	not alone
au sujet de(s)	concerning, regarding

You have learned that Richard is reading the posters of upcoming events. He would like to attend some of them, but not alone. What will he do? Ask his friends?



Insert audiotape 1B and listen to his conversations with his friends. Listen several times. Follow in your text at first, but when you feel comfortable with the rhythm and flow of the language, close your text and listen to the voices. If you shut your eyes while doing this, you will find that your hearing becomes more focused on the sounds. When you hear sounds correctly, you will repeat them more easily.

Vocabulary

le spectacle aérien	the air show
Quoi?	What?
un casse-cou	a daredevil
encore une fois	once again

Compare the *Au choix* lists on pages 138 and 139 of the text. Notice that the expressions on page 138 begin with *je*, whereas those on page 139 begin with *nous*. *Je* is the singular pronoun form, and *nous* is the plural pronoun form. In English you say “I” and “we.”

Vocabulary	
Je n'ai pas le temps.	I don't have time.
Nous n'avons pas le temps.	We don't have time. We don't have the time.
Je suis très occupé(e).	I am very busy.
Nous sommes très occupés.	We are very busy.
Je ne suis pas libre.	I am not free.
Nous ne sommes pas libres.	We are not free.
J'ai déjà un engagement.	I already have a commitment.
Nous avons déjà un engagement.	We already have a commitment.
J'ai un tas de choses à faire.	I have a lot of things to do.
Nous avons un tas de choses à faire.	We have a lot of things to do.



Read all of the information on all of the posters printed in your text on pages 138 and 139.

- G. Check your comprehension by asking yourself the following questions about events 1 through 4 on page 139 of your text.
- a. Quelle activité est-ce que c'est?
 - b. Avec qui?
 - c. C'est où?
 - d. Quel jour est-ce?
 - e. À quelle date est-ce?
 - f. Et à quelle heure?

Check your answers by turning to the *Après tout*, Section 1: Activity 1.

Using the pattern set up in the two recorded conversations shown in the bubbles on pages 138 and 139, do numbers 1 to 4 on page 139 (on the right-hand side of the page). If you can, practise with a friend. If you are working alone, play both parts yourself. If you wish to write out the conversations first, you may. Just remember to make all of the substitutions.

Student text (*Méli-Mélo, B. Billets, page 150*)

- H. Review times, dates, and places by doing parts I and II of exercise B. Follow the example given in bold print on the left-hand side of page 150 in your text and imitate it for numbers 1 to 4.



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Check your answers by turning to the Après tout, Section 1: Activity 1.

Workbook (*Exercice écrit 3, page 122*)



- I. Practise using *je*, *tu*, *nous*, and *vous* with the verb *aller*. On page 122 of your workbook, read the invitations on the left-hand side of the page, and complete the letters as shown in the two examples. Be sure to notice whether the invitation is addressed to one person or two. If it is addressed to only one person, answer using *je*. If it is addressed to two people, answer using *nous*. Don't forget to use the correct verb form with each of these pronouns.

Check your answers by turning to the Après tout, Section 1: Activity 1.

Reflexive Verbs

Reflexive verbs are those which “reflect” an action back upon the subject. If you say “I cut myself” or “I burned myself,” you are using a reflexive verb. The French verbs *se battre* (fighting with each other), *se parler* (speaking to each other), and *se promener* (walking together) are also reflexive, because they show a rapport between two or more people. An easy way to recognize a reflexive verb is to look for the reflexive pronoun used with it. In the examples quoted here, that pronoun is *se*.

Most of the things you do when you get up in the morning are expressed with reflexive verbs.

Je me réveille.	I wake up.
Je me lève.	I get up.
Je me lave.	I wash.
Je me brosse les dents.	I brush my teeth.
Je m’habille.	I get dressed.
Je me maquille.	I put on my makeup.

Have you noticed the structure of the French version of these verbs? All of them have *me* following *je*. *Me* is the reflexive pronoun for the first person, singular form. It is the necessary element that makes the verb reflexive. Some verbs may be reflexive in French but not in English, and some verbs may have both a reflexive and a nonreflexive form. Look at these examples.

laver la vaisselle	to wash dishes
se laver	to wash oneself
préparer un repas	to get a meal ready
se préparer	to get (oneself) ready
coucher les enfants	to put the children to bed
se coucher	to go to bed (yourself)

In reflexive verbs, the reflexive pronoun is either the direct object or the indirect object. If there is no other object, the reflexive pronoun is the direct object, as in *Je me lave*.

But, if there is another object, the reflexive pronoun is the indirect object, as in *Je me lave les mains*.

The reflexive pronouns are bolded here:

je me lave	nous nous lavons
tu te laves	vous vous lavez
il/elle se lave	ils/elles se lavent

Student text (*Situation 1, pages 160 and 161*)



Open your text to pages 160 and 161. Read the introductory paragraph on page 160. The name of the reporter is Holly Woods. She is interviewing a rock star called Ronnie Zombi.

Vocabulary	
un poste de télévision	a television station
nervieux/nerveuse	nervous (masculine/feminine forms)
une interview	an interview
interviewer	to interview
elle interviewe	she interviews
le chanteur	the singer (male)
la chanteuse	the singer (female)



Read the interview through once; then listen to it on tape. Use audiotape 2A. Listen to all of it, even if you don't understand every word. Listen to it several times, both with your text opened and closed.

J. Check your comprehension by answering the following questions.

1. Comment s'appelle le reporter?
2. Quel est le nom de l'émission?
3. Qui est l'invité?
4. Quand est le concert?
5. Est-ce que Ronnie sait l'heure du concert?
6. Qu'est-ce qu'il offre à Holly?
7. Comment est-ce que Ronnie se prépare pour un concert?
8. Qu'est-ce qui est bizarre?
9. Qu'est-ce que Ronnie demande à Holly?
10. Qu'est-ce que Ronnie fait après un concert?

Check your answers by turning to the Après tout, Section 1: Activity 1.

Workbook (*Exercice d'écoute C, page 108*)



- K. Open your workbook to the listening exercise on page 108. Read all the sentences in the left column. These sentences will be said on the tape as part of telephone conversations. Now listen to the conversations on audiotape 4B. Put a check mark beside the sentence you hear during each conversation. The conversations are numbered 1 to 7. The first one is done for you.



Check your answers by turning to the Après tout, Section 1: Activity 1.

Student text (*La voix des jeunes 1, C. À ton tour, page 140*)

At this point, you should be able to use all forms of the present tense of the verb *aller* (affirmative and negative) and the combinations of the verb *aller* with expressions such as *à la*, *au*, *à l'*, and *aux*. Review the material on this verb that appeared earlier in this module, if you need to.



- L. *À ton tour* is the section in which you apply the knowledge you have just learned. Open your text to page 140 and read the instructions for exercise C. In your notebook, write a short paragraph to answer all of the questions asked. Title this exercise *Activités*. Follow the format as set out in the example.



Pour t'aider has several suggestions, and the bubble contains an example of what you could say. The bubble is recorded on audiotape 1B. Listen to that tape now.

Vocabulary

À quels événements vas-tu?	To which events do you go?
un été	a summer
un hiver	a winter
Avec qui?	With whom?
où sont	where are

Check your answer by turning to the Après tout, Section 1: Activity 1.

Activity 2: Que vont-ils acheter?

Visuals 32 and 32a



Watch the segment on the videotape which deals with visuals 32 and 32a. The young people featured in the illustrations are going to buy the clothes they are trying on. Watch your tape now and replay it as many times as necessary to learn the vocabulary for clothing. Use your paper visuals to review these as necessary.

Le futur proche – The Near Future

In the videotaped section you just watched, the young people were **going to buy** some clothes. This is something that they expected to do very shortly; that is, in the near or immediate future.

To express this tense, use the verb *aller* in the present tense and the main verb in the infinitive form.

Je vais acheter...	I am going to buy...
Nous allons porter...	We are going to wear (or, to carry)...
Vous allez travailler.	You are going to work.
Ils vont payer.	They are going to pay.

Notice that the verb “to go” is the one that changes form to match the subject pronouns, while the action verb remains in the infinitive form: “to visit,” “to play,” “to travel.”

Workbook (*Exercice d'écoute D, page 109*)



On page 109 you have a listening exercise that uses the immediate future tense and the clothing vocabulary you have just studied.

- A. Listen to audiotape 4B. Decide whether the mannequins being dressed by Suzanne are, in fact, wearing what she says they should have on. Put a beside the correct items and an beside those which are not mentioned.



Check your answers by turning to the *Après tout*, Section 1: Activity 2.

Student text (*La voix des jeunes 1, D. Soirée d'Halloween, pages 140 and 141*)

Exercise D, on pages 140 and 141, combines a number of concepts and vocabulary you have already dealt with. You may work on this exercise in pairs if you like. If that is not possible, allow yourself a little more time to cover everything thoroughly.

This is largely an oral exercise. You will talk about people dressing up for work on Halloween. You will need to name the garment and tell what each person will be doing that day on the job. The *Au choix* list on page 141 contains some expressions, like “That’s super,” “That’s very original,” and “That’s cute.”



Listen to audiotape 1B. Listen several times as the conversations are getting longer now. Begin by listening to the tape with your eyes closed. Concentrate. If you hear sounds correctly, you will be able to say them correctly. Repeat what you hear on tape. You may follow in your book. Do this bubble by bubble. For instance:

Play the tape and listen: *Paul est vraiment comique, n'est-ce pas?*
Stop the tape and repeat: *Paul est vraiment comique, n'est-ce pas?*

Play the tape and listen: *Oui. J'aime surtout le veston et la chemise. C'est chouette!*
Stop the tape and repeat: *Oui. J'aime surtout le veston et la chemise. C'est chouette!*

Continue until you have done all of the sentences of the first conversation. Then stop your tape and read all of the bubbles without hesitation. If you can do it, go on to the next page. If you are still having trouble, practise again. Work like this for fifteen or twenty minutes; then take a break before returning for another short session of oral work.

- B. When you can read both conversations without hesitation, make the appropriate substitutions to write dialogues for numbers 1 to 4 on page 141. Practise your dialogues aloud.

Vocabulary

une partie/un party	a party
un pointillé	a dotted line
utiliser	to use, to utilize
dans tous les cas	in any case, in all cases
plusieurs	several
apporter	to bring
les plateaux	the trays
la nourriture	the food
un malade	a sick person
les petits pains	buns

Check the sentences by turning to the Après tout, Section 1: Activity 2. You will be asked to record this exercise for your module assignment.

Workbook (*Exercices écrits 4 and 5, pages 123 and 124*)**C. Exercice écrit 4**

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From the list at the bottom of page 123 in your workbook, choose the name of the garment that is different on each pair of twins. Print this name on the lines provided. The letters in the squares will spell the answer to the mystery word at the end – but note that one of the boxes should have enclosed a C instead of an E. Draw a picture of the mystery object once you have named it. Number 1 is done for you.

Check your answers by turning to the Après tout, Section 1: Activity 2.

D. Exercice écrit 5

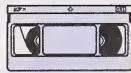
The sentences listed on page 124 of the workbook describe what jobs are going to be done each day. In the chart on that same page, list these events chronologically (in order, by date). Follow the example started for you.

Check your answers by turning to the Après tout, Section 1: Activity 2.

Activity 3: Que vont-ils porter?

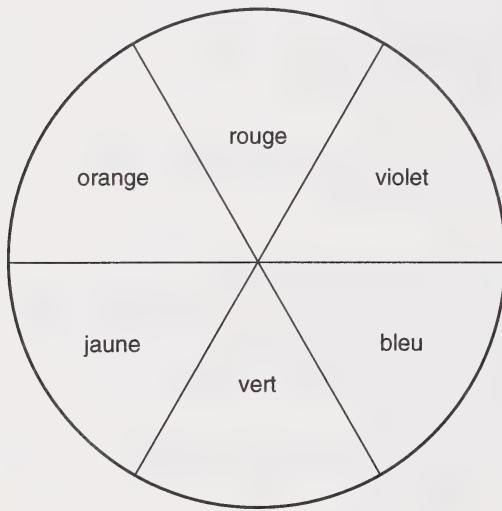
Visual 33

This visual reviews the names of clothing and the near future tense. It broadens the conversational scope of this topic by including expressions for colours and patterns. The first picture depicts a closet containing the clothes necessary for the activities suggested in the second picture. Watch your videotape and look at the visual now.



A. When you feel comfortable with the new words, answer the following questions.

1. Nommez les vêtements pour filles.
2. Nommez les vêtements pour garçons.
3. Nommez les activités qui vont avec les vêtements.



Vocabulary

rouge	red
jaune	yellow
bleu(e)	blue
orange	orange
vert(e)	green
violet(te)	purple
brun(e)	brown
beige	beige
blanc(he)	white
noir(e)	black
gris (e)	grey
rose	pink

Check your answers by turning to the *Après tout*, Section 1: Activity 3.

Workbook (*Exercice d'écoute E*, page 110)

- B. Look at the pictures of clothing on page 110 of your workbook and read the instructions. There is a fashion show rehearsal where the models are being told what they will wear.



Vocabulary

la répétition	the rehearsal
un défilé de mode	a fashion show
les espaces appropriés	the appropriate spaces



Beside each name, put the corresponding letters of the garments to be worn by that person. Use audiotape 4B. Listen to your tape once through before beginning. As you listen the second time, fill in the blanks with your answers. Listen a third time to double-check your answers. As a follow-up oral exercise, you should repeat aloud what each person is wearing. You may want to write out the sentences before you say them.

Save this exercise to submit as part of your module assignment.

Student text (*La voix des jeunes 1, E. Rien à porter, page 142*)

C. Read the introductory paragraph to exercise E and answer the comprehension questions.

1. Avec qui est-ce que Thérèse sort?
2. Avec qui est-ce qu'elle parle?
3. Où sont-elles?
4. Qui n'est pas très gentille?

Vocabulary	
porter	to wear, to carry
Je m'en fiche.	I don't care.
Je ne sais pas.	I don't know.
n'importe quoi	anything
Point final!	Period!

Check your answers by turning to the *Après tout*, Section 1: Activity 3.



Listen to the conversation between the girls on audiotape 1B. You will hear Danielle being rather unpleasant with her sister. Listen for her responses; listen also for *mon, ma, mes*, and *ton, ta, tes*.

Workbook (*Exercice écrit 6, page 125*)



- D. Complete the sentences according to the pictures and suggested verbs. For instance, in number 1 the garment pictured is a pair of slacks and the suggested verb is *porter*. Both these items must be used in the response. In number 2 the garment pictured is a skirt and the verb is the negative form of *acheter*. The answer must say something about not buying a skirt. Describe each garment by writing about the colours and patterns according to the picture and your imagination. Use the near future tense of the verb in all your sentences. Numbers 1 and 2 are done for you. You will notice the use of three forms of a new expression: *celui-là*, *celle-là*, and *celles-là*. These mean "that one there" (masculine, feminine, and plural forms).

Save this exercise to submit as part of your module assignment.

Workbook (*Exercice d'écoute F, page 111*)

This is a listening review of the vocabulary and structures you have been working with in this and the previous modules. It is set up as a game to play. Begin where it says *Commencez ici* at the bottom centre of page 111 of your workbook, and work counter-clockwise around the circuit.



- E. Listen to the sentences spoken on audiotape 4B. If the speaker mentions a garment, advance to the picture of that garment and check it off. If the speaker mentions an activity, advance to the picture of that activity and check it off as well. Do this until you have completed the circuit and the sentences are finished.



Check your answers by turning to the *Après tout*, Section 1: Activity 3.

Student text (*La voix des jeunes 1, F. À ton tour, page 143*)

- F. In part I of this exercise, you must use what you have learned so far to describe what you are going to wear to the next special event.



Begin by reading the question and instructions at the top of the left-hand column of page 143 in your text. Then read the bubble content and listen to it on audiotape 1B. Listen several times. When you feel you are ready, write an answer to the initial question at the top of the column: What will you wear to the next special event? In your answer, use the same pattern as on the tape. Before you say your answer out loud, write it in the *À ton tour* section of your notebook. Title your answer *Activités et vêtements*. For part II of this exercise, repeat the process you followed in part I. This time you'll be working on the right-hand column of page 143 of your text. Don't forget to listen to audiotape 1B. Explain what you plan to do on the weekend and with whom. Work with a partner if possible; otherwise, write both speaking parts yourself, and practise saying them out loud. Title this part of your answer *Ma fin de semaine*.

Check your answers by turning to the *Après tout*, Section 1: Activity 3.

Student text (*Méli-Mélo, C. Moitié prix, page 151*)

- G. A 50% OFF sale of garments is advertised in the flier pictured on page 151. Rachel and Trinh are going to go to the sale and buy all the articles advertised on the page shown. Calculate the price of each article for them and tell them on which floor and in which department they will find the articles.

Check your answers by turning to the *Après tout*, Section 1: Activity 3.

Ordinal Numbers

Ordinal numbers are those that describe the **order** of things or occurrences.
 ‘**First**, we called my friend; **second** we asked for the car; **third**, we left the house.’

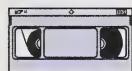
In French, these numbers are very similar to the cardinal numbers, except for *premier/ première* (first). It’s also the only ordinal number that has a masculine and a feminine form.

Ordinal numbers usually end in *ième*:

first	premier (m.), première (f)	twenty-first	vingt et unième
second	deuxième	sixtieth	soixantième
third	troisième	hundredth	centième
fourth	quatrième		

Visuals 31, 31a, and 31b

The young man featured in the illustration is not a morning person. He can’t wake up. He is half asleep as he gets out of bed, washes his face, shaves, brushes his teeth, combs and brushes his hair, and dresses. He is still not awake as he arrives at school where he enters the girls washroom to change for his physical education class. He finally wakes up when two girls come into the washroom and he realizes where he is!



Watch the videotape with this storyline in mind. Listen for the verb forms that are used to describe each of the actions. They are all reflexive verbs. Review reflexive verb forms if you need to. Remember to always use a reflexive pronoun with a reflexive verb. In the following list, *se* is the reflexive pronoun. It is always used with *il/elle* and *ils/elles*.

Vocabulary

Il se réveille.	He wakes up.
Il se lève.	He gets up.
Il se lave.	He washes.
Il se rase.	He shaves.
Il se brosse les dents.	He brushes his teeth.
Il se peigne les cheveux.	He combs his hair.
Il se brosse les cheveux.	He brushes his hair.
Il s’habille.	He gets dressed.
Il se déshabille.	He gets undressed.

Student text (*Situation 1, A, pages 162 and 163*)



- H. Look at the pictures on pages 162 and 163 of your text. You will recognize Holly Woods and Ronnie Zombi as they go through their day. The clocks in each picture give the time. The *Pour vous aider* section shows two symbols: a moon, to indicate nighttime; and a sun, to indicate daytime. From the list of reflexive verbs on page 162 of your text, choose the correct one to match each picture, and say what time the action is taking place. Follow the pattern shown in the example.

Complete exercise A by filling in the blank in the bubble in answer to the question asked, and by giving a personal answer to your partner's question suggested at the bottom left corner of page 163 of your text. If you do not have a partner, do both parts yourself: ask and answer the question.

Check your answers by turning to the *Après tout*, Section 1: Activity 3.

Workbook (*Exercice écrit 19, page 139*)



- I. This is a review of the reflexive verbs you have just learned. There is one thing to notice. In number 1, the subject is *il*, so the reflexive pronoun is *se*. In number 2, the subject is *tu*, so the reflexive pronoun is *te*. Finally, in number 3, the subject is *je*, so the reflexive pronoun is *me*. Write the sentence with the appropriate verb under each picture. Choose the verb from the lists provided.

Check your answer by turning to the *Après tout*, Section 1: Activity 3.

Subject Pronouns / Reflexive Pronouns

Subject pronouns tell who is doing the action. Reflexive pronouns show that the action is being reflected back upon the subject. Look at the verb *s'habiller* (to get dressed). Notice that before a vowel or a silent *h* the *e* in *me*, *te*, and *se* is replaced by an apostrophe.

- Je m'habille. I dress (myself).
- Tu t'habilles. You dress (yourself).
- Il/elle s'habille. He/she dresses (himself/herself).

Before you go onto the next section, review the following:

- all forms of the near future tense (affirmative and negative)
- clothing (including patterns and colours)
- reflexive verbs

Conclusion

This first section of *Amusons-nous* has touched on a variety of things. Two of the most important of these are the vocabulary of activities and using *aller* to express the future.

Section 1 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should complete any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not submit them yet. You will submit them with the assignments for the other sections. Do not rewind your oral assignment tape when you have completed the oral assignments here, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

28

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute E*, page 110 (**28 marks**)

30

- B. Submit these writing exercises.

Workbook, *Exercice écrit 2*, page 121 (**18 marks**)

Workbook, *Exercice écrit 6*, page 125 (**12 marks**)

42

- C. Submit these oral exercises, recorded on your blank tape.

Record the four dialogues, numbers 1 to 4 in *La voix des jeunes 1, D. Soirée d'Halloween*, pages 140 and 141 in the student text. (**42 marks**)

You may use the suggested answers provided in the *Après tout* if you wish, or you may make up your own personal answers using the substitution lists from pages 140 and 141 in your text.

Section

2

Une invitation à sortir

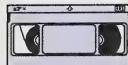


How do you go about asking for a date in French? Well, as in English, there are lots of possibilities. Sometimes a little persistence is necessary, as you will see in Trinh's case. There are a multitude of places to go and things to do. To say many of these activities in French, use the verb *faire*.

Food is part of the fun! This is often the case, whether the occasion is a party, a date to a movie, or a picnic. Sometimes, as in the case of a formal dinner at a fancy restaurant, the food is the focus of the event.

Activity 1: Les aliments

Visuals 34 and 34a



This is an important new segment of your course. Take time to study this section carefully. Watch the video several times and make sure you learn the new vocabulary well.

The title of the first visual is *Aliments*. Along with the list of foods, you will learn the French expressions for “some.” The pictures will help you to understand, as will the following list. Again, compare the French words to their English equivalents: Many times you will see a great similarity.

Vocabulary	
de la salade	some salad
de la soupe	some soup
de la dinde	some turkey
de la tarte au sucre	some maple sugar pie, some sugar pie
du riz	some rice
du brocoli	some broccoli
du rosbif	some roast beef
du fromage	some cheese
du gâteau au chocolat	some chocolate cake
des oeufs	some eggs
des petits pois	some peas
des tomates	some tomatoes
des pommes de terre	some potatoes
des oignons	some onions
des fraises	some strawberries
des framboises	some raspberries
des pêches	some peaches
du jambon	some ham
du maïs	some corn
du spaghetti	some spaghetti
des éclairs au chocolat	some chocolate éclairs
des choux à la crème	some cream puffs
des raisins	some grapes
du poisson	some fish
du foie	some liver
du chou-fleur	some cauliflower
des épinards	some spinach
des asperges	some asparagus
des haricots verts	some green beans
des carottes	some carrots

Vocabulary

du poulet	some chicken
du bacon	some bacon
des biscuits au beurre	some peanut-butter
d'arachide	cookies
des cerises	some cherries

Partitive Articles

Partitive articles are small words used with nouns to indicate a part of the whole. Here are some examples.

Je veux **du** sucre. I want **some** sugar (not all the sugar, just some of it).

Je veux **de la** dinde. I want **some** turkey (not the whole turkey, just some of it).

Je veux **des** biscuits. I want **some** cookies (not all the cookies, just some of them).

Du, de la, and des are used as partitive articles here. They denote a part of a larger amount.

Use *du* with masculine nouns.

Use *de la* with feminine nouns.

Use *des* with all plural nouns.



Vouloir

By now you will have noticed that the questions and responses associated with the visuals contained a new verb. It is the verb *vouloir* (to want).

Qu'est-ce qu'elle veut? What does she want?
Elle veut des aliments. She wants some food.

Qu'est-ce que les garçons veulent? What do the boys want?
Ils veulent du spaghetti. They want some spaghetti.

The verb *vouloir* is an irregular verb. That means it does not follow a set pattern. Because of this, it is very important that you learn each form well. You will notice differences in spelling that you must memorize. Do this diligently and it will save you extra work later.

Special polite forms of *vouloir* are sometimes used to mean “would like to have” rather than “want(s).”

Je voudrais le châteaubriand, s'il vous plaît. I would like the châteaubriand, please.
Nous voudrions du spaghetti, s'il vous plaît. We would like some spaghetti, please.

You won't use these forms yet, but you should be able to recognize them. They are as follows.

Je voudrais	nous voudrions
tu voudrais	vous voudriez
il/elle voudrait	ils/elles voudraient

Workbook (*Exercice d'écoute G, page 112*)

CAHIER
D'ACTIVITÉS

- A. In this exercise, people are ordering food. It is recorded on audiotape 4B. Listen to the first part of the sentence and decide what verb form is being used. Circle it in your workbook. Then listen to the second part of the sentence and decide what foods are mentioned. Check them off in your workbook. Finally, circle your reaction to each food.

In order to answer the first two parts, you must listen to your tape very carefully. Replay it as many times as you need to.

Save this exercise to submit as part of your module assignment.



Student text (*La voix des jeunes 1, G. À l'hôpital, page 144*)



This is another exercise to help you learn the verb *vouloir*, the partitive articles, and the names of some foods. Read the introductory paragraph on page 144 of your text to set the scene. It takes place in a hospital.

Listen to the recorded conversation on audiotape 1B. Replay it several times. Practise repeating the sentences one at a time after you hear each on the tape. This is a fairly long exercise, so work on it a few minutes at a time. For starters, practise only the conversation between the two nurses and M. Confletti. There are some new expressions, so refer to the vocabulary box when necessary.

Vocabulary	
a eu	had
l'aile de chirurgie	the surgery wing
les autres malades	the other patients
une infirmière	a female nurse
manger	to eat
le tableau	the chart
à droite	to the right
plusieurs	several
Qu'est-ce qu'il y a?	What's the matter?
la chambre	the room
il en a assez de...	he is tired of...
il commande	he orders
un repas complet	a complete meal
Je suis désolé(e).	I'm sorry.
pas aujourd'hui	not today
demain, peut-être	tomorrow, maybe
Mais voyons!	But see here!
On meurt de faim.	We're dying of hunger.

B. Check your comprehension of this section by answering the following questions.

1. Où est Tom? Pourquoi?
2. Où est-il dans l'hôpital?
3. Qu'est-ce que Tom et les autres malades entendent?
4. Où sont les infirmières?
5. Qu'est-ce que M. Confletti commande toujours? Pourquoi?
6. Qu'est-ce qu'il veut aujourd'hui?
7. L'infirmière dit « Je suis désolée. » Qu'est-ce que M. Confletti dit?

Repeat the procedure of listening and repeating until you have a good understanding of the conversation concerning Mesdames Perry and Ruban.

When you have completed this, you should be ready to do the substitution part of the exercise, numbers 1 to 5 at the bottom of page 144 of your text. Begin by writing the conversations with the substitutions; then practise reading them aloud. If you have partners to work with, get into groups of three, with each person playing a part; otherwise, play all roles by yourself.

Check your answers by turning to the Après tout, Section 2: Activity 1.

CAHIER
D'ACTIVITÉS

Workbook (*Exercice écrit 8, page 127*)

- C. The exercise on page 127 of your workbook is a matching exercise. Follow the lines from the people to the food and write down what foods the people want. Make sure you use the correct verb form to go with the subject. Assume that the can contains spinach and that the short-haired people are males and the long-haired people are females.

Remember that when you speak about

- one male, use *il*
- two males, use *ils*
- one female, use *elle*
- two females, use *elles*
- one male and one female, use *ils*

Save this exercise to submit as part of your module assignment.

The Food Game

- D. Use the visuals on the next two pages to play this game.

You may play with two people or two teams.

Rules

Draw a tick-tack-toe grid on a separate piece of paper or on the chalk board. One player (or team) is X; the second player (or team) is O. You may flip a coin to see whether the Xs or the Os start.

The first player must use a complete sentence to name three foods being ordered by the person in the first picture. If that player gets all the foods correct, he or she may place a mark (an X or an O) on the grid and take a second turn, or defer to the next player on his or her team. If a mistake is made, no X or O may be placed on the grid and the other player (or team) has a turn.

The first player (or team) to get Xs or Os in a straight line wins. If all six pictures have been used before a winner is declared, continue the game by returning to the first picture and naming foods that were not named in the first round.



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Check your answers by turning to the *Après tout*, Section 2: Activity 1.

So far, you have used the verb *vouloir* with *il(s)* and *elle(s)*. Using the same visuals you used for the Food Game, complete the following conversations.

Frame 1: The waitress and the customer are friends.

She asks: *Qu'est-ce que tu veux?*

He responds: *Je veux....*

Frame 2: This is an elegant restaurant. The waiter is very polite.

He asks: *Qu'est-ce que vous voulez?*

The lady responds: *Je veux....*

Frame 3: The young nurse is speaking to an older man.

She is polite and asks: *Qu'est-ce que vous voulez?*

He responds: *Je veux....*

Frame 4: The mother is talking to her two children.

She asks: *Qu'est-ce que vous voulez?*

They respond: *Nous voulons....*

Frame 5: The two ladies are having lunch at an exclusive club. The waiter is very polite.

He asks: *Qu'est-ce que vous voulez?*

They respond: *Nous voulons....*

Frame 6: The two teens are at McDonald's.

Their friend who works there asks: *Qu'est-ce que vous voulez?*

They respond: *Nous voulons....*

- E. What conclusions can you draw from these examples regarding the common forms of the verb *vouloir*?

If your subject is *je*, your verb form is _____.

If your subject is *tu*, your verb form is _____.

If your subject is *nous*, your verb form is _____.

If your subject is *vous*, your verb form is _____.

Check your answers by turning to the Après tout, Section 2: Activity 1.

Student text (*La voix des jeunes 1, H. Buffet à prix spécial, page 145*)



To reinforce the use of the different forms of the verb *vouloir*, open your text to page 145 and read the introduction to exercise H. It sets the scene in a restaurant called *Le rendez-vous*. M. Wilson and his children are having the buffet which is on special today. Why is M. Wilson a bit annoyed with his children?

Vocabulary	
à prix spécial	on special
un peu fâché contre	a little mad at, a little annoyed with
Ils sont impossibles!	They're impossible!
Ils me rendent fou!	They drive me crazy!
Ils me font mourir!	They kill me!
Ils m'énerve!	They bother me!
Ils me tapent sur les nerfs!	They get on my nerves!



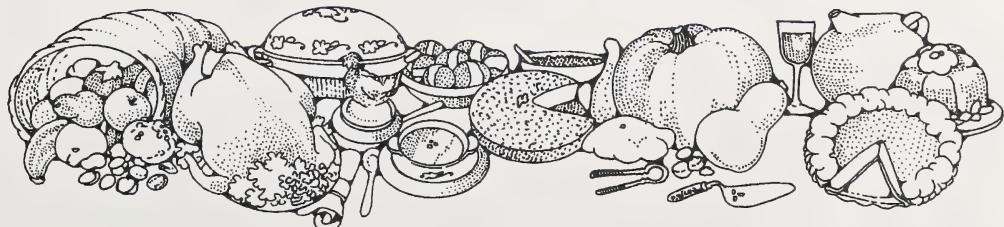
- F. Listen to the conversations on audiotape 1B. Follow the usual procedure of listening several times; then repeating, one sentence at a time; then role-playing with a friend or friends, if possible. Remember to do the substitutions, so that you get some variety in your oral practice.



Workbook (*Exercice écrit 9, page 128*)

- G. Personal answers are required for this exercise. Read examples 1 and 2; then imitate them in numbers 3 and 4. Notice that, in part I, it is the waiter who is asking what bizarre foods the customer might want. In part II, it is the customers who are surprising the waiter with their requests. Be creative!

Check your answers by turning to the *Après tout*, Section 2: Activity 1.



Student text (*Situation 1, B and C, page 163*)



Earlier in this module, you read an interview on rock star Ronnie Zombi by reporter Holly Woods. Turn to that material again. It is in your text on pages 160 and 161. Reread the interview to refresh your memory of the event and the vocabulary.

H. Exercise B

Exercise B is a follow-up to the interview you have just read.

Following the interview, Mlle Woods invites the viewers to phone in with their questions for M. Zombi. Column A lists the questions asked; column B lists the answers. Match the questions and answers to make an interesting dialogue. You do not have to understand all of the vocabulary to do this exercise. In the answer, look for key words used in the question. Study the example already completed for you. Notice how the answer begins with the last words of the question. This is not always true of every question and related answer, but it is one way of looking for clues to help you match the questions and answers correctly.

Check your answers by turning to the Après tout, Section 2: Activity 1. Later, you will be asked to record some of the questions and answers for your module assignment.

I. Exercise C

Now that you have practised the patterns for an interview, choose a favourite singer of yours and prepare five questions and answers. Use the material on pages 160 to 163 as a guide. Make your sentences short and as natural as possible, so that you have a lively interview. Here is a suggested format to help you start.

Title: Une interview avec _____

Set the scene: Aujourd’hui, j’interviewe le chanteur (la chanteuse) populaire,

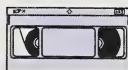
Activity 2: Au casse-croûte

Visual 35

The young people are at a drive-in theatre. The boy offers various junk foods to the girl, but she doesn't care for them. Finally, she gets out of the car and leaves. Apparently, she had hoped to go out to a fancy restaurant and did not expect to be served this kind of food.



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Watch your videotape now. Listen to the pronunciation as many times as you need to. Remember to use the visuals to help you remember the vocabulary. Put them up where you can see them often during the day.

Vocabulary

une tablette de chocolat	a chocolate bar
de la réglisse rouge	some red licorice
du coca	some coke
de l'eau minérale	some mineral water
des arachides	some peanuts
des croustilles	some chips

Ne...pas de

Ne...pas de is a negative expression. It means “not any” or “none.”

Earlier, you studied the partitive article, which is used to indicate that you want part of something. *Ne...pas de* is like the negative side of the partitive article.

Look at these examples.

Je veux **du** café. I want some coffee.
Je ne veux **pas de** café. I don't want any coffee.

Je veux **de la** crème. I want some cream.
Je ne veux **pas de** crème. I don't want any cream.

Ne...pas de is always used with a negative verb form.

Workbook (*Exercice d'écoute H, page 113*)

- A. This listening exercise will help you master the sentence pattern which uses *pas de*. Open your workbook to page 113 and listen to audiotape 4B.



At the bottom of the page, you will notice some letters missing from the sentence. Each of the empty squares has a number. As you listen to the sentences on tape, put the letter of the picture referred to on tape into the square with the corresponding number. For example, sentence number 1 on the tape says, "I don't want any candy." The picture of candy is found in wedge J, so put J in square 1 at the bottom of the page. Continue this way until you have filled all of the squares with letters. What does the sentence say?

Check your answers by turning to the *Après tout*, Section 2: Activity 2.



Student text (*La voix des jeunes 1, I. Aux courses, pages 146 and 147*)

Read the introductory paragraph on page 146 of your text.



Vocabulary

les courses	the races
un casse-croûte	a snack-bar, concession stand
ce que	what, that which
à cause de	because of
non plus	neither
Il/Elle n'entend pas bien.	He/She does not hear well.
Elle répète les commandes.	She repeats the orders.
plus fort	louder

Mario, Suzanne, and their friends are at the race track. Mario is going to get some snacks. He and Suzanne take their friends' orders as well, but they have great difficulty hearing because of the noise from the race track.



Listen to audiotape 1B. Follow on page 146 of your text. Listen several times. Then make groups of two or three people and play out the situations yourselves. If you are working alone, you should read all of the parts yourself. Read them aloud for best practice. For variety, replace the words underlined in dotted blue with those from the *Au choix* list on page 147.

The Negative Form of Verbs

In the last few dialogues, you will have noticed the more frequent use of the negative form of verbs in the present tense. How do you make a verb negative? Look at the following examples.

Je veux un Pepsi. Je **ne** veux **pas** de Pepsi.
J'entends un bruit. Je **n'**entends **pas** de bruit.

To make a verb negative in the present tense, put *ne* before the verb and *pas* after it. If the verb begins with a vowel or silent *h*, use *n'* instead of *ne*. After a verb in the negative form, *du*, *de la*, *de l'*, *des*, and *un(e)* are replaced by *de* or *d'*.

B. Write the following sentences in the negative form.

1. Nous voulons des arachides.
2. Tu vas en ville.
3. C'est Thérèse!

Check your answers by turning to the Après tout, Section 2: Activity 2.



C. Review the conversations in exercise I on page 146 one more time. Check your comprehension by answering the following questions.

1. Où sont Mario et ses amis?
2. Où va Mario?
3. Pourquoi est-ce que Mario n'entend pas bien?
4. Qui répète les commandes?
5. Est-ce que Suzanne entend bien?

Check your answers by turning to the Après tout, Section 2: Activity 2.

Workbook (*Exercice écrit 10, page 129*)



D. To learn how to spell the new vocabulary, create a word puzzle for your friends or parents in which they are to find the embedded words.

- Use the vocabulary list of foods and beverages at the top of the page.
- Insert these words on the grid so that they cover most of the grid.
- Fill in all of the other spaces with any letter of the alphabet.
- If you can, exchange papers with a friend and try to find each other's hidden words.

Hint: You don't necessarily have to put the first word on the first line. The more you scatter the words around, the more of a challenge it will be to find them.

In case you have never done a word puzzle before, the Après tout gives a suggested distribution of words to which filler letters have been added. Some of the vocabulary words have been found and circled. It would be better, though, if you were to create your own puzzle by deciding where you want to put the words.

Some words may cross over each other. This is okay as long as it does not change the spelling of either word.

Check the possible answer by turning to the Après tout, Section 2: Activity 2.



Workbook (*Exercice écrit 11, page 130*)

E. Review the use of negative verb forms and the vocabulary for foods and beverages as you complete this exercise. The first two sentences are completed for you.

- Use the subject that has an X under it.
- Write the verb *vouloir* in the form that matches the subject.
- Make the sentence negative by adding *ne* and *pas* in the right spots.
- Complete the sentence with the food listed for each sentence.

Don't forget to use *de* or *d'* following *pas* when you want to express "some" or "any."

Save this exercise to submit as part of your module assignment.



French 10

Student text (*Situation 2, pages 164 and 165*)

The telephone conversation you will hear reviews vocabulary and patterns you have used before. It also introduces expressions to use in a refusal. Look at these new expressions first.

Vocabulary	
je regrette	I'm sorry, I regret
Je suis désolé(e).	I'm sorry.
Je ne peux pas.	I can't.
Ça ne m'intéresse pas.	That/It doesn't interest me.
C'est ennuyeux.	It's boring.

F. Turn to page 164 in your text and read the introductory paragraph. Answer the three comprehension questions.

1. Quel jour est-ce?
2. Trinh téléphone à qui?
3. Pourquoi?



Insert audiotape 2A and listen to the taped conversation. Listen right through even though you might not understand everything. Replay the tape in short sections. Answer the comprehension questions for each section.

4. Est-ce que Tom est libre en fin de semaine?
5. Qu'est-ce qu'il y a à la télé vendredi soir?
6. Est-ce que Tom aime regarder la lutte?

7. Où est-ce que Trinh va aller samedi soir?
8. Est-ce que Tom aime les courses de bicyclettes?
9. Qu'est-ce que Trinh veut faire dimanche après-midi?
10. Pourquoi est-ce que Tom n'accepte pas?

11. À qui est-ce que Trinh veut parler?
12. Alors, qui va sortir avec Trinh?

Check your answers by turning to the Après tout, Section 2: Activity 2.

Listen to the tape once more. Follow in your text or just listen. With a partner, take turns being Trinh, Tom, and Paul, and read the parts as though you were talking on the phone. Or play all parts yourself, if you do not have a partner. Try your best to be accurate and fluent. It takes a lot of concentration to do this at first, so work for short periods at a time.

Student text (*Situation 2, A, page 166*)

- G. How do you start a conversation with a new friend? In this exercise, the scene is a party. Column A lists some possible “introduction sentences” (*des phrases d'introduction*) and column B has some suggested answers. Complete the exercise. Then play the roles as you practise the questions and answers out loud.

French 10

Vocabulary

un(e) petit(e) ami(e)	a boyfriend (a girlfriend)
ton signe	your sign (zodiac)
ton portefeuille	your wallet
chanceux	lucky
là-dedans	therein, in there

Check your answers by turning to the Après tout, Section 2: Activity 2.

The Food Show and Tell

Here is a different way to review the names of foods. Collect several containers of different foods (soup cans, spaghetti boxes, bags from chips, for example). Or, if this is too inconvenient, find pictures in fliers and magazines of different foods and beverages. Have a shopping bag or a box with which to “go shopping.” Call out the name of a food in French, and place that article in the bag. When the bag is full, remove the items one at a time, naming them as you do so. Begin your sentence with *Je veux....* Name the items that were not in the bag as those you did not want. Begin your sentence with *Je ne veux pas....* If you have a partner, you can fill each other’s bags and name the items as you remove them from the bags.

French 10

Workbook (*Exercice d'écoute I*, page 114)



The instructions for this exercise are somewhat complex in your workbook; the following explanation will help you. Read it carefully before beginning.

- H. There are sixteen sentences in the exercise. Each sentence is repeated, so this makes eight pairs of sentences. Notice that of the four sentences already written out for you, numbers 1 and 11 are identical. That is why these two numbers are listed side by side in the spaces at the bottom of the page. Listen to the recording on audiotape 4B.

Listen to the sentences on the tape once through; listen for numbers and key words, because the sentences are not read in the same order as they appear in the workbook.

Rewind the tape and listen again; this time write in the missing words.

Find the matching sentences and list their numbers, as pairs, in the spaces at the end of the exercise.

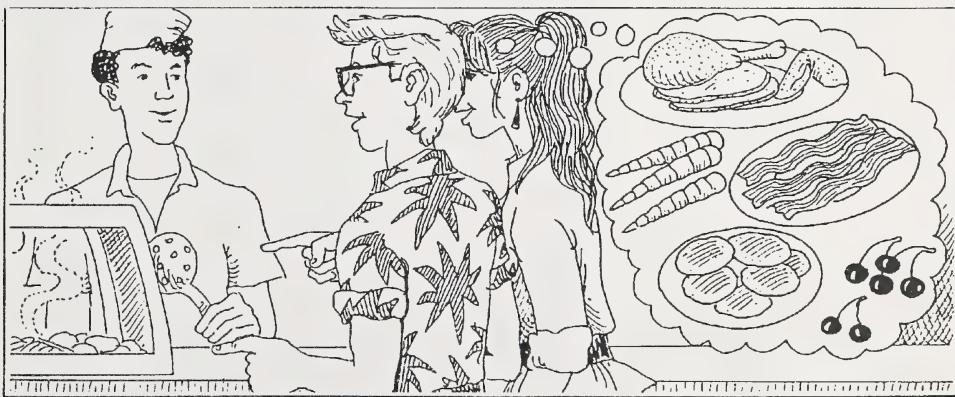
Check your answers by turning to the *Après tout*, Section 2: Activity 2.

Student text (*La voix des jeunes 1, J. À ton tour*, page 147)



This exercise is recorded on audiotape 1B. It is a review of food lists.

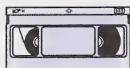
- I. In your notebook category called *À ton tour*, write your personal answer to the question *Qu'est-ce que tu veux manger au souper?* Follow the pattern in the bubbles, using the expression *absolument pas*. A suggested title for your paragraph is *Mon souper préféré*.



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Check your answer by turning to the *Après tout*, Section 2: Activity 2.

Visual 37



As before, the vocabulary attached to the visual may be found on your videotape as well as on the visuals. Read the following paragraphs; then watch the videotape. Notice that *du*, *de la*, *d'*, and *des* change to *de* after terms of quantity.

La cuisine est en désordre. Maman vient de rentrer du supermarché avec les provisions. Papa prépare le déjeuner pour la famille. Qu'est-ce qu'il y a dans la cuisine?

D'abord, dans le placard, il y a quatre **boîtes** de légumes, un **sac** de biscuits, deux **kilos** de sucre, et une **livre** de café.

Puis, sur le comptoir, il y a une **douzaine** de petits pains, une douzaine de beignes, un **panier** de pommes de terre, un kilo de fromage, deux **bouteilles** de jus de pomme, et quatre **sacs** de croustilles.

Sur la table, se trouvent trois **litres** de lait, un **verre** de jus d'orange, une livre de beurre, un litre de crème, trois bouteilles de Coca, un sac de bonbons, une boîte de thon, deux **tranches** de jambon et de pain, un **morceau** de gâteau, un morceau de chocolat, un **paquet** de cigarettes, et une **pointe** de pizza.

Et regardez le plancher. Il y a un panier de fruits.

The words in bold type in the previous paragraph are those that describe quantity. Study this vocabulary.

Vocabulary	
une boîte de	a can of
un sac de	a bag of
un kilo de	a kilogram of
une livre de	a pound of
une douzaine de	a dozen, a dozen of
un panier de	a basket of
une bouteille de	a bottle of
un litre de	a litre of
un verre de	a glass of
une tranche de	a slice of
un morceau de	a piece of
un paquet de	a package of
une pointe de	a triangular slice (as of pizza)

Workbook (*Exercice d'écoute J*, page 115)

- J. This exercise will help you remember the words used to describe quantities. Listen to audiotape 4B. Friends are asking each other what they are going to buy (*acheter*) or take/choose (*prendre*). In the spaces after each name, write the letter of the food or beverage each person is going to buy or pick up. Number 1 is already completed for you.

Check your answers by turning to the *Après tout*, Section 2: Activity 2.

**Conclusion**

Food and fun seem to go together. Hopefully, you have enjoyed discussing both of these topics. Remember that the more practice you get in using French, the easier it becomes.

Section 2 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. Collect all your assignments, but do not submit them yet. You will submit them along with the assignments for the other sections. Do not rewind your oral assignment tape when you have completed the oral assignments here, so that the tape will be ready for you to add the oral assignments for the next section.

Here are your instructions for this assignment.

32

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute G*, page 112 **(32 marks)**

43

- B. Submit these writing exercises.

Workbook, *Exercice écrit 8*, page 127 **(27 marks)**

Workbook, *Exercice écrit 11*, page 130 **(16 marks)**

25

- C. Submit this oral exercise, recorded on your oral assignment tape.

Record any **five** questions and corresponding answers from the ten listed in *Situation 1, B*, on page 163 of your text. Again, you may use those suggested in the *Après tout*. **(25 marks)**

Section

3

Les sports et les jeux



WESTFILE INC.

Some people are consumed by their interest in sports and physical fitness. In Section 3, you'll learn to discuss sports and leisure activities. The verbs *vouloir* and *faire* continue to demonstrate their usefulness. Is this a paid commercial brought to you by the verbs *vouloir* and *faire*? Not really. They are just handy to use. You will learn a variety of other useful expressions too.

Questions are the channel to information you are looking for. Good questioning skills are valuable in French. Sometimes you may not pick up everything in a conversation. So, how do you clarify things that are confusing? With another question, of course!

You will also practise analysing articles in a school newspaper and witness what can happen when people let themselves be intimidated by pushy salespeople. Hopefully, in such a situation you would use the things you have used in French 10 to ask questions and to say « *Non, merci!* »

Activity 1: Les sports

Student text (*La voix des jeunes 1, K. Au match de lutte, page 148*)



Vocabulary	
l'oncle de Don	Don's uncle
un animateur	a host
un poste de télévision	a television station
un lutteur célèbre	a famous wrestler
J'espère que...	I hope that...
On sait que...	One knows that...
très fort	very strong
Ça alors!	Well now!
très musclé	very muscular
vous vous entraînez	you train (yourself)
ma camionnette	my delivery van
ma roulotte	my trailer

- A. After listening to the tape and checking the vocabulary, verify your comprehension by answering the following questions.
1. Où est-ce que l'oncle de Don travaille?
 2. Qu'est-ce que Don fait aujourd'hui?
 3. Qu'est-ce que M. Merveilleux mange?
 4. Qu'est-ce que M. Merveilleux fait pour s'entraîner?

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

Practise the sentence patterns from this dialogue by using the substitution list and the *Au choix* list. You must decide on the amounts of food eaten in each case. Try numbers 1 to 4 below the bubbles (with a partner if possible).

Maintenant...

At the bottom of page 148 there is a good review exercise to put in your notebook. Title it *Au supermarché* and make a list of at least eight items you would buy at the grocery store. Use the “quantity” words you learned, as well as the names of the foods. For example: *une douzaine de beignes et deux litres de lait*.

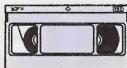
Workbook (*Exercice écrit 12, page 131*)

CAHIER
D'ACTIVITÉS

- B. You have just got a part-time job working for an advertising agency. Your first assignment is to prepare a flier for a grocery store. You are given a basic format to follow and you must complete it by putting in the products that are on special for the week. Turn to page 131 of your workbook and complete the flier page now. Use the vocabulary lists at the bottom of the page. You may draw the pictures of the products or use cutouts from another source. Remember to write the prices in the French way.

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

Visual 38



Remember that this module is entitled *Amusons-nous* (Let's Have Fun). You've been looking at food and its association with fun activities; now look at those activities themselves. This section introduces you to speaking about indoor and outdoor sports in French. Watch the videotape and repeat the names of the different sports portrayed. The first part shows outdoor sports and the second part deals with indoor sports.

Vocabulary

en plein air	outside, outdoors
à l'intérieur	inside, indoors
la planche à voile	windsurfing
la plongée libre	snorkeling
la natation	swimming
la gymnastique	gymnastics
la danse aérobique	aerobic dancing
l'haltérophilie	weight lifting
le jogging	jogging
le cyclisme	cycling
le canoë/le canot	canoeing
le karaté	karate
le patin à roulettes	roller skating

Faire

When you “do” a sport in French, you use the verb *faire*. It is an irregular verb. It does not follow a pattern like most other verbs ending in *re*. The *il/elle* form is *fait* and the *ils/elles* form is *font*. You say:

- il fait de la planche à voile
- elle fait de la plongée libre
- ils font de la natation
- elles font de la gymnastique

Workbook (*Exercice d'écoute K, page 116*)



- C. Once you have mastered the names of the indoor and outdoor sports, use this knowledge to complete the listening exercise on page 116 of the workbook. Listen to audiotape 4B. Circle the verb you hear on the tape and check off the picture of the sport mentioned. The first one is done for you.

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

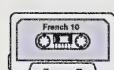


Student text (*La voix des jeunes II, A. Quelle fin de semaine!, page 153 and 154*)



Read the introductory paragraph to set the scene in your mind.

Vocabulary	
Quelle fin de semaine!	What a weekend!
la fin de semaine passée	last weekend
le terrain de camping	the campground
Je vois pourquoi.	I see why.
Je comprends pourquoi.	I understand why.
Ça se voit pourquoi.	It's clear why.
C'est bien évident pourquoi.	It's very evident why.
Qu'est-ce qu'il y a?	What's the matter?
Pas possible!	Impossible!
détester	to detest, to hate



- D. Play audiotape 1B through once. Replay the tape several more times (as needed) to feel comfortable with the two dialogues. In groups of three, practise the conversations, making substitutions from the given lists. If you are alone, pretend that you are all three characters and practise the patterns aloud.

Workbook (*Exercices écrits 13 and 14, pages 132 and 133*)



E. *Exercice écrit 13*

The words and syllables for the pictured sports have been scrambled. Write the name of each sport in the space beside the picture, and circle the words and syllables as you use them, as each word can be used only once.

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

F. Exercice écrit 14

Look at the chart on page 133 of your workbook and make up a sentence using the ingredients given. Study examples (a) and (b). When all of your sentences are complete, put the letter of the sentence on the map where the activity might take place.

Check your answer by turning to the Après tout, Section 3: Activity 1.

Student text (*Situation 2, B, pages 166 and 167*)

ENTREZ 1

French 10

This exercise on the zodiac is optional. Do you find it hard to meet new friends? What do you say to a new person at school? In *Situation 2*, a telephone conversation shows some of the topics that make good conversation openers. Sometimes, personalities click and people become really good friends; at other times, there is no communication at all.

Some people believe that compatibility depends in part on when you were born and the position of the planets at that time. Even though most people attach very little importance to this theory, they find it a popular pastime to read their horoscope and study their sign.

Signs of the Zodiac



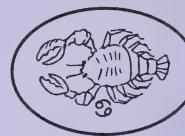
BÉLIER
Aries – the Ram
21 mars – 19 avril



TAUREAU
Taurus – the Bull
20 avril – 20 mai



GÉMEAUX
Gemini – the Twins
21 mai – 20 juin



CANCER
Cancer – the Crab
21 juin – 22 juillet



LION
Leo – the Lion
23 juillet – 22 août



VIERGE
Virgo – the Virgin
23 août – 22 septembre



BALANCE
Libra – the Scales
23 septembre – 22 octobre



SCORPION
Scorpio – the Scorpion
23 octobre – 21 novembre



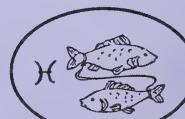
SAGITTAIRE
Sagittarius – the Archer
22 novembre – 21 décembre



CAPRICORNE
Capricorn – the Goat
22 décembre – 19 janvier



VERSEAU
Aquarius – the Water Bearer
20 janvier – 18 février



POISSONS
Pisces – the Fish
19 février – 20 mars

- G. 1. Use the chart on page 72 of your text to review dates. Say all of them out loud to yourself; then record them and listen to yourself.
2. With a partner, ask each other the dates for a certain sign. Record your conversation and listen to it. You will be surprised at how good you sound!
3. Ask each other your birthdate and name your sign. For example:

Philippe: Quelle est la date de ton anniversaire?

Hélène: Mon anniversaire c'est le 5 janvier.

Philippe: Quel est ton signe?

Hélène: Je suis Capricorne.

4. Read the descriptions for each other's sign on page 166 of your text. After each description, ask how accurate it is.

C'est bien toi? Tu es bien comme ça?

A brief *Mais oui*, *Mais non*, or *Un peu* is an acceptable answer.

5. Complete any four of the seven questions in the left-hand column on page 167 of the text. Decide whether the people in the exercise are compatible. List at least two reasons for your answer. Here is an example.

Mais oui!

1. Ils sont généreux et charmants.

Pas du tout!

2. Il est pratique et matérialiste.
Elle est rêveuse et l'argent n'est pas important pour elle.

6. Answer the *Maintenant...* questions following number 7 in the left-hand column on page 167 of the text. You are asked to name your own sign and those of one or two of your friends. Show how you are compatible. Do this in French of course! Following is a suggested outline.

Title: Les signes du Zodiaque

Mon signe: _____

Les signes de mes ami(e)s: _____

Avons-nous les caractères compatibles?

Mais oui! Nous sommes....

Pas du tout! Je suis.../Il (Elle) est....

Check your answers by turning to the *Après tout*, Section 3: Activity 1.

Activity 2: Quels sports font-ils?

Read the following dialogue between M. Robillard and his class.

M. Robillard: Bonjour mes amis. Est-ce que vous aimez les sports?

Tom: Oui, beaucoup. **Je joue** au base-ball et **je fais** du jogging.

M. Robillard: Moi, **je fais** du ski nautique et **je fais** aussi du jogging.
Trinh, qu'est-ce que **tu fais** comme sport?

Trinh: Moi, **je fais** de la natation et **je joue** au volley-ball.

M. Robillard: La natation c'est un sport populaire. Qui aime la natation?

Neelam: Moi, j'aime la natation. Je nage tous les jours et **je fais** de la plongée libre une fois par semaine.

M. Robillard: Ma femme et moi, **nous faisons** du cyclisme le matin.
Jason, toi et tes amis, qu'est-ce que **vous faites**?

Jason: **Nous jouons** au rugby et **nous faisons** de la planche à voile.

M. Robillard: Isabelle et Paul Duchesnay sont très sportifs. Que font-ils?

Rachel: **Ils font** du patinage artistique.

M. Robillard: Connaissez-vous (Do you know) une autre Québécoise qui est sportive?

Nicole: Oui. C'est Josée Chouinard. **Elle fait** du patinage artistique aussi.

Paul: Et Sébastien Britten. Il est aussi un patineur artistique de Québec.

Faire and Jouer with Sports

In the previous conversation, certain verbs are highlighted. Which verbs are they? Can you suggest a rule from the way they are used?

If you said they are the verbs *jouer* and *faire*, you are right. The rule is that you use the verb *jouer* with team sports and the verb *faire* with individual sports.

Student text (*La voix des jeunes II, B. Toujours des régimes!, page 155*)



The title of this exercise includes a word that might be new to you. It is *régime*. It means “diet.” The students in M. Robillard’s class belong to sports teams and must follow healthy diets that eliminate many fats. Read the scene-setting line.

Insert audiotape 1B and listen to the dialogue several times. Follow the conversations in the bubbles on page 155 of your text. Imitate the speakers on tape, making all of the substitutions as indicated. If you can, do this with a partner. Note that this exercise involves decisions about the use of possessive adjectives *ton/tantes* and *votre/vos* with the various food items.

Vocabulary	
un régime	a diet, a regimen
faire partie de	to be a member of
suivre	to follow
Comment?	How come? What’s this?
Je suis au régime.	I’m on a diet.
ne...plus de	no more, not anymore
à propos	timely, suitable

- A. When you have finished practising the oral version, write down the answers you gave for numbers 1 to 4 at the bottom of the page.

Check your answers by turning to the Après tout, Section 3: Activity 2.



Workbook (*Exercice écrit 15, page 134*)

- B. This exercise shows pictures of extra-curricular activities at *l’école St-Laurent*. Beneath each picture is a list of names of the students who participate in that particular activity. Below the chart, numbers 1 to 8 show excerpts of notes that the students have written to each other, asking about the activities they are doing. Look at number 1. It says, “Paul, you are weightlifting after school?” Paul answers, “No, I am doing karate.” If you check the chart, you will see Paul’s name under the karate picture. Now look at number 3. It says, “Janet and Nick, you are swimming at 8 o’clock?” They answer, “No, we are doing aerobic dancing.” Under the picture of aerobics, you will find Janet’s and Nick’s names. Continue the exercise in this pattern. Be sure to check the verb form that you use in your answer. It must agree with the subject.

Check your answers by turning to the Après tout, Section 3: Activity 2.

Student text (*Situation 2, C, page 167*)

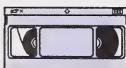


- C. Exercise C on page 167 is a test for you to try. It asks, “What traits do you seek in a girlfriend or boyfriend?” There are four possible answers. Mark your choice with a check mark and, when you have answered all fifteen questions, calculate your score using the guidelines at the end of the test.

Vocabulary	
très important	very important
assez important	quite important
pas très important	not very important
Ça m'est égal.	I don't care. It's all the same to me.
des vêtements à la mode	fashionable clothes
les mêmes choses	the same things
fumer	to smoke
être admiré	to be admired

Rate your answers by turning to the *Après tout*, Section 3: Activity 2.

Visuals 39 and 39a



It is Saturday afternoon and everyone is looking for something to do. Watch the videotape segment for visuals 39 and 39a. There are ten examples of the sentence pattern. Listen to all of them once before replaying the tape. Notice the use of the verb *faire + de* for individual sports and of the verb *jouer + à* for team sports and other leisure activities.

- D. As an optional activity, you could make yourself two lists, one for each verb. As you learn more names of sports and activities, you can add them to the list under the verb name which goes with the activity. There is a list in the *Après tout* to help you get started.

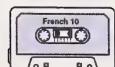
Workbook (*Exercice d'écoute L, page 117*)



- E. This is a matching question. Listen to audiotape 4B. Match the activities to the names of the people doing them. Notice the use of the verb *vouloir*. You say *il/elle veut* in the singular form and *ils/elles veulent* in the plural form. Look at these examples.

Paul veut jouer au billard.

Richard et Daniel veulent jouer au ballon-panier.



Check your answers by turning to the *Après tout*, Section 3: Activity 2.

Student text (*La voix des jeunes II, C. Quoi faire?, page 156*)



Crystal has set up a blind date for her sister. It turns out to be rather boring. Follow in your text on page 156 as you listen to the conversation between Connie and her date on audiotape 1B.

- F. Try your hand at making up a boring conversation. Use the pattern suggested in this dialogue and substitute some of the expressions from the *Au choix* list for those underlined with blue dots.

Vocabulary	
un rendez-vous	a date, an appointment
Elle ne connaît pas.	She doesn't know.
Comme tu veux.	As you wish.
Ça ne m'intéresse pas.	That/It doesn't interest me.
Je veux partir.	I want to leave.
Qui est ce garçon?	Who is this boy?
Ce garçon est incroyable!	This boy is unbelievable!
Ce qu'il est compliqué!	How complicated he is!
Qu'est-ce que tu veux faire?	What do you want to do?
Qu'est-ce que nous allons faire?	What are we going to do?

Workbook (*Exercice écrit 16, pages 135 and 136*)



- G. Using appropriate forms of the verb *vouloir* and the phrases at the bottom of page 136 of your workbook, compose ten sentences based on the visual clues on pages 135 and 136 of your workbook. Then fill in the chart on page 136 with the names of the students doing each activity listed.

Check your answers by turning to the Après tout, Section 3: Activity 2.



Student text (*La voix des jeunes II, D. À ton tour, page 157*)

The two girls on this page are talking about themselves and their friends and the activities they all enjoy doing or watching. Read the bubbles first; then listen to audiotape 1B. Finally, close your book and your eyes and just listen to the two girls talking. Replay the dialogue as many times as you need to.

- H. Now it is your turn (*À ton tour*) to describe at least two activities that you enjoy and two activities that your friends enjoy. Name different activities for each person you talk about. Base your paragraph on the patterns in the bubbles on page 157 of your text. Write your paragraph in the *À mon tour* section of your notebook. Use the title *Moi, mon ami(e), et les activités.*

Check your answers by turning to the Après tout, Section 3: Activity 2.

Student text (*Super-expressions, A and B, page 152*)



You have had the opportunity to use several “throw away” type expressions over the past lessons. These always add to the “colour” of a language and make it come alive. In English, sayings like these are often used to round out a conversation:

- How come?
- Right away.
- See you later.
- On the go.

They are not essential to the message, but they make for an easier flow.

Expressions with *Ça*

Ça is the short form of *cela*. It means “this” or “that.”

<i>Ça va?</i>	How are you? How are things?
<i>Ça va bien.</i>	I am fine. All is well.
<i>Comment ça va?</i>	How are you?
<i>Comme ci, comme ça.</i>	So so.
<i>C'est ça.</i>	That's right.
<i>Ça fait combien?</i>	How much is that?
<i>Ça y est!</i>	That's it!
<i>Ça ne fait rien.</i>	It doesn't matter.
<i>Ça me plaît.</i>	That is pleasing. That pleases me. That's pleasing to me.
<i>Ça m'énerve.</i>	That gets on my nerves.
<i>Ça m'est égal.</i>	It's all the same to me.

I. Exercise A

Read numbers 1 to 5 on page 152 and choose an expression with *ça* to complete the empty bubbles.

Check your answers by turning to the Après tout, Section 3: Activity 2.

J. Exercise B

Choose an expression with *ça* in response to the situations.

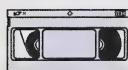
Vocabulary

un cadeau	a gift
rester	to remain, to stay
économiser	to save, to set aside
reverser	to upset, to spill

Check your answers by turning to the Après tout, Section 3: Activity 2.

Activity 3: Questions utiles

Visual 40



Visual 40 is just one picture, but it has many details. Watch the videotape to learn the names of the various objects in the bathroom.

The person in the shower is a squash player. How can you tell? He is singing in the shower. How can you tell?

Vocabulary

fermer	to close, to shut
la clef, la clé	the key
fermer à clef	to lock
les lunettes protectrices	the goggles
le savon	the soap
le shampooing	the shampoo
la serviette	the towel
sécher	to dry
le séchoir à cheveux	the hair dryer
le rasoir	the razor
les pansements	bandages
les mouchoirs	handkerchiefs
le papier hygiénique	toilet paper

Quel

Suppose you ask someone to get the shampoo for you and he or she asks, “Which shampoo?” How would you express this in French?

Request: Apporte-moi le shampooing.

Answer: Quel shampooing?

Refer to the first module of this course to find other expressions using *quel*. Consider the following.

Quel est ton nom?

Quelle est la date aujourd’hui?

Quelle heure est-il?

You can conclude that the word *quel* can be used to mean “what” or “which.” Its spelling depends on the noun with which it is used.

Spelling	quel	quels	quelle	quelles
Noun	masculine singular	masculine plural	feminine singular	feminine plural

Examples:

Quel garçon travaille chez McDonald’s?

Quels garçons travaillent chez McDonald’s?

Quelle fille travaille chez McDonald’s?

Quelles filles travaillent chez McDonald’s?

Student text (*La voix des jeunes II, E. Toujours des interruptions!*, page 158)

Begin by reading the introductory paragraph on page 158 of your text, which sets the scene for the dialogue.



French 10

Vocabulary

il veut faire partie de
un club sportif
chaque fois
la responsable
poser des questions
remplir la demande

he wants to be part of
a sports club
each time
the person in charge
to ask questions
to fill out a form

Vocabulary

l'adjoint(e)

the assistant to the
person in charge
to interrupt

interrompre



- A. Listen to the dialogue on audiotape 1B. Ginette is trying to carry on a telephone conversation and is being consistently interrupted. You can tell by her tone of voice that she is somewhat annoyed. Listen to the two examples as many times as necessary. Practise the sentences by repeating and substituting items from the suggested lists. The first example has a singular subject; the second one has a plural subject. When you are making the substitutions, be sure to replace singular subjects with other singular subjects and plural ones with other plural ones. If possible, work with a partner for the dialogue repetitions.

Workbook (*Exercice écrit 17, page 137*)CAHIER
D'ACTIVITÉS

In the previous exercise, Ginette was trying to find out some personal information from Chris, who wanted to join the club of which Ginette is an administrator. Ginette was repeatedly interrupted by her assistant.

- B. In this exercise, you are given the information about Roger Duprix. Make up some questions that you, as an administrator, would have to ask him before he could join the club. Begin your sentences with the correct form of *quel*.

Vocabulary

lire

to read

vous lisez

you read (plural, or
singular in a formal
sense)

les renseignements

personal information

personnelles

seront posées

will be asked

Save this exercise to submit as part of your module assignment.

Workbook (*Exercice d'écoute M, page 118*)

Review interrogative patterns by reading the following questions out loud.

1. À quelle heure est-ce que tu
 - a. arrives à l'école le matin?
 - b. as ton cours de français?
 - c. regardes ton programme favori?

2. Qu'est-ce que tu
- fais après l'école?
 - manges pour le dîner?
 - études à l'école?
3. Combien de/d'
- argent dépenses-tu à la cafétéria?
 - argent as-tu maintenant?
 - élèves sont dans ta classe de français?
 - tes amis vont sortir avec toi cette fin de semaine?



For each of the questions you have just read, you should be able to supply an answer. Do this mentally for practice. You do not have to write them down.

- C. Continue this review by listening to exercise M on audiotape 4B. The questions asked are part of an interview. Circle the answers on page 118 of your workbook as you listen a second time. Finally, replay the tape a third time and double-check your answers.



Save this exercise to submit as part of your module assignment.

Student text (*La voix des jeunes II, F. Avant de sortir, page 159*)



The title of exercise F is *Avant de sortir*. This means “Before Going Out.” The implication is that the series of questions to follow would be asked before someone leaves the house. The introductory paragraph tells us that Lonnie is going to a concert and that he is driving the family car for the first time. Can you guess what types of questions are asked?



- D. Read the questions in the triangles above the blue dotted line. Find a corresponding answer in one of the other geometric shapes below the dotted line. Listen to the example on audiotape 1B.

Check your answers by turning to the *Après tout*, Section 3: Activity 3.



Workbook (*Exercice écrit 18, page 138*)

- E. This is another exercise on the interrogative form. Look at the chart at the top of page 138 of your workbook. It contains three interrogative expressions on the left that can be matched with sentence parts on the right. Make up four questions in the spaces provided below the chart; then put the number of the question beside its suggested answer at the bottom of the page.

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

Student text (*Coin de lecture, pages 172 and 173*)

Does your school have a newspaper? What do you know about publishing a newspaper? Have you ever worked as a reporter for your school newspaper?



Open your text to pages 172 and 173 and read the page sections from the newspaper at *l'école St-Laurent*. Everything except the ads is recorded as a reading on audiotape 6A. Listen to the reading several times. Try to guess the meaning of whole sentences rather than individual words. Cognates are frequent; use them to help you understand.

F. Finally, try your hand at answering the following comprehension questions.

1. Quel est le nom du journal?
2. Qu'est-ce qu'on organise cette semaine?
3. Qu'est-ce qu'on veut vendre?
4. Où est-ce qu'on peut acheter des pizzas?
5. Où est-ce qu'on peut acheter des vêtements à moitié prix?
6. Qui joue au hockey?

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

Student text (*Coin de lecture, A. Quelle est la bonne réponse?, page 173*)



G. Answer the eleven questions for exercise A. These are similar to the comprehension questions you just did.

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

Student text (*Situation 3, A and B, pages 168 to 171*)



Listen to audiotape 2A. Follow in your text, pages 168 and 169, while you listen to the dialogue between Don and the high-pressure salesperson.

Vocabulary

un jour de congé	a holiday
des soldes	items on sale
la laine	the wool
Quelle est votre taille?	What size do you wear? What is your size?
moyenne	medium
trop vives	too bright

Vocabulary	
très chic	very stylish
Essayez-le.	Try it on.
vous allez voir	you will see
C'est/Il est parfait.	It is perfect.
la salle d'essayage	the fitting room
au fond du magasin	at the back of the store
Il ne me va pas.	It doesn't suit me.
très à la mode	in style, fashionable
les manches	the sleeves
trop longues	too long
je pense	I think
Vous payez comptant?	Are you paying cash?
une carte de crédit	a credit card
à la prochaine	until next time
Pas toi aussi!	Not you too!
Tu as du goût.	You have good taste.
les trois mousquetaires	the three musketeers

This dialogue is longer, so work on it in small parts. Begin with the introductory paragraph. Read it carefully and listen to the tape.

H. Try the following comprehension questions.

1. Pourquoi est-ce un vendredi spécial?
2. Où va tout le monde le matin?
3. Qu'est-ce qu'il y a dans tous les magasins?
4. Où va tout le monde le soir?

In the balloons on page 168, Sally, the salesperson, introduces herself to Don. He is looking for a new sweater to wear to Luat's party. Read and listen; then try the comprehension questions which follow.

5. Comment s'appelle la vendeuse?
6. Qu'est-ce que Don cherche?
7. Est-ce qu'il y a beaucoup de chandails au magasin? Quelles sortes?
8. Quelle sorte est-ce que Don veut?

Sally chooses a sweater of many colors and convinces Don to try it on.

9. Quelle taille est-ce que Don porte?
10. Quelles sont les couleurs du chandail?
11. Est-ce que ce sont des couleurs vives ou pâles?
12. Où est la salle d'essayage?

Don tries it on. It doesn't fit, but he buys it anyway.

13. Est-ce que le chandail va bien à Don?
14. Est-ce qu'il est trop grand ou trop petit?
15. Que dit la vendeuse?
16. Combien coûte le chandail?

Don wears his new sweater to the party and discovers that his two friends are wearing the same one!

17. Qu'est-ce que Don découvre à la partie?
18. Les trois garçons sont comme qui?

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

I. Exercise A

Turn to pages 170 and 171 in your text. For each of numbers 1 through 5, choose the sentence from the list on page 170 that best describes what might be said by the person depicted in the illustration. Imitate the conversation given as an example on page 170. There are five garments to talk about. Work with a partner if you can.

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

J. Exercise B

Exercise B on page 171 shows another way of writing a dialogue. You may wish to work with a partner if you can. There are two things to do for each number:

- Decide who is asking the question in column A, the salesperson or the shopper.
- Answer the question with a choice from column B.

Sometimes there is more than one correct answer.

Check your answers by turning to the *Après tout*, Section 3: Activity 3.

Conclusion

As you conclude your study of Module 6, you possess a considerable “toolbox” of useful vocabulary and expressions dealing with leisure-time activities. Some of your favourite activities may have been mentioned. If not, you might want to consult your dictionary to find out what they are called, and to make a list of them for future reference.

Section 3 Assignment

Listed here are the assignments that are to be submitted for evaluation. You have already completed most of these assignments as you worked through this section. At this point, you should do any remaining parts of the assignment, including the recordings. When you have completed them, package them with the assignments for Sections 1 and 2, and your oral assignment tape. Rewind the oral assignment tape when you have completed the oral assignments, so that the tape will be ready for the teacher.

Here are your instructions for this assignment.

22

- A. Submit this listening exercise.

Workbook, *Exercice d'écoute M*, page 118 (22 marks)

21

- B. Submit this writing exercise.

Workbook, *Exercice écrit 17*, page 137 (21 marks)

57

- C. Submit this personalized exercise. (57 marks)

Student text, *Coin de lecture, C. À ton tour*, page 173

Prepare four sections for a newspaper: *Babillard*, *Activités*, *Prof (Élève) mystère*, and *Petites annonces*. Each section has suggested details which you may follow or you may change these and add your own. Be creative! Use your new language in a practical way!

The instructions in the text are to work with a partner and to use large newsprint sheets of paper. Instead, work individually and use regular (notebook-size) paper or a larger sheet folded in half. You may use a computer to do this if you wish. In this exercise, accuracy of expression and overall appearance are both important.

MODULE SUMMARY

Did you enjoy learning to discuss some more things that are fun? You should now be able to chat with someone on the telephone. Using the vocabulary and structures you have learned, you can discuss sports and clothing. By using the *futur proche* (near future) you are now able to discuss future events, including your plans for the weekend. Perhaps you can even make a date for Saturday night by following Trinh's example. You are able to tell other people what you want to eat, so you can order food when you are hungry. Like Holly, you can interview people. If you do not have the opportunity to interview them for television, you may have the opportunity to interview them for school projects or for your own personal interest. If you take part in a student exchange, you will have lots of opportunities to ask people about themselves.

You have covered a lot of useful material. Take the time to review it from time to time. Now, on to the next last module, *Bon voyage*.

Après tout



Glossary

**Suggested
Answers**

Glossary

à cause de: because of
adjoint (m.): assistant (male) to the person in charge
adjointe (f.): assistant (female) to the person in charge
à droite: to the right
a eu: had (third person singular)
affiche (f.): poster
aile de chirurgie (f.): surgery wing
à la prochaine: until next time
à l'intérieur: inside, indoors
animateur (m.): host
apporter: to bring
à prix spécial: on special
à propos: timely, suitable
à quels événements: to which events
arachide (f.): peanut
asperges (f. pl.): asparagus
assez important: quite important
Attends!: Wait!
au fond du magasin: at the back of the store
aujourd'hui: today
au sujet de(s): concerning, regarding
autres malades (m. pl.): other patients
Avec qui?: With whom?
bacon (m.): bacon
beige: beige
biscuit au beurre d'arachide (m.): peanut butter cookie
blanc(he): white
bleu(e): blue
boîte (f.): can, box
bouteille (f.): bottle
brocoli (m.): broccoli
brun(e): brown
Ça alors!: Well now!
cadeau (m.): gift
Ça fait combien?: How much is that?
Ça m'énerve.: That gets on my nerves.
Ça me plaît.: That is pleasing.
Ça m'est égal.: I don't care. It's all the same to me.
camionnette (f.): delivery van
Ça ne fait rien.: It doesn't matter.
Ça ne m'intéresse pas.: That/It doesn't interest me.
canoë (m.): canoeing
canot (m.): canoeing (in Canadian usage)
carotte (f.): carrot
carte de crédit (f.): credit card
Ça se voit pourquoi.: It's clear why.
casse-cou (m.): daredevil
casse-croûte (m.): snack bar, concession stand
Ça va?: How are you? How are things?

Ça va bien.: I am fine. All is well.
Ça y est!: That's it!
Ce garçon est incroyable!: This boy is unbelievable!
ce que: what, that which
Ce qu'il est compliqué!: How complicated he is!
cerise (f.): cherry
ce soir: this evening
C'est bien évident pourquoi.: It's very evident why.
C'est ça.: That's right.
C'est ennuyeux.: It's boring.
C'est parfait.: It is perfect.
chambre (f.): room
chanceuse (f.): lucky
chanceux (m.): lucky
changement (m.): change
changer: to change
chanteur (m.): singer (male)
chanteuse (f.): singer (female)
chaque fois: each time
chou à la crème (m.): cream puff
chou-fleur (m.): cauliflower
clé (f.): key
clef (f.): key
club sportif (m.): sports club
coca (m.): coke
Commeci, comme ça.: So so.
Comment?: How come? What's this?
Comment ça va?: How are you?
Comme tu veux.: As you wish.
course (f.): race
croustilles (f. pl.): chips
cyclisme (m.): cycling
danse aérobique (f.): aerobic dancing
dans la case: in the box
dans tout les cas: in any case, in all cases
défilé de mode (m.): a fashion show
demain, peut-être: tomorrow, maybe
des vêtements à la mode: fashionable clothes
détester: to detest, to hate
dinde (f.): turkey
douzaine (f.): dozen
eau minérale (f.): mineral water
éclair au chocolat (m.): chocolate eclair
économiser: to save, to set aside
Écoutez les phrases.: Listen to the sentences.
Écrivez la lettre correspondante.: Write the corresponding letter.
elle interviewe: she interviews
Elle ne connaît pas.: She doesn't know.

Elle n'entends pas bien.: She does not hear well.
Elle répète les commandes.: She repeats the orders.
encercler: to put a circle around
Encerclez ce que vous entendez.: Circle what you hear.
encore une fois: once again
en plein air: outdoors, outside
en ville: in the city, downtown
épinards (m. pl.): spinach
épreuves d'athlétisme (f. pl.): track and field events
espace approprié (m.): appropriate space
essayer-le: to try it on
Essayez-le.: Try it on.
été (m.): summer
être admiré: to be admired
faire partie de: to be a member of
fermer: to close, to shut
fermer à clef: to lock
fin de semaine passée (f.): last weekend
foie (m.): liver
fraise (f.): strawberry
framboise (f.): raspberry
fromage (m.): cheese
fumer: to smoke
gâteau au chocolat (m.): chocolate cake
gris(e): grey
gymnastique (f.): gymnastics
haltérophilie (f.): weight lifting
haricots verts (m.): green beans
hiver (m.): winter
il commande: he orders
il en a assez de...: he's tired of..., he has enough of...
Il est parfait.: It is perfect.
Il ne me vas pas.: It doesn't suit me.
Il n'entend pas bien.: He does not hear well.
Il se brosse les cheveux.: He brushes his hair.
Il se brosse les dents.: He brushes his teeth.
Il se déshabille.: He gets undressed.
Il se lave.: He washes.
Il se lève.: He gets up.
Il se peigne les cheveux.: He combs his hair.
Il se rase.: He shaves.
Il se réveille.: He wakes up.
Il s'habille.: He gets dressed.
Ils me font mourir!: They kill me!
Ils m'énervent!: They bother me!
Ils me rendent fou!: They drive me crazy!
Ils me tapent sur les nerfs!: They get on my nerves!
Ils sont impossibles!: They're impossible!
il veut faire partie de: he wants to be part of
infirmière (f.): nurse (female)
interrompre: to interrupt

interview (f.): interview
interviewer: to interview
J'ai déjà un engagement.: I already have a commitment.
J'ai un tas de choses à faire.: I have a lot of things to do.
jambon (m.): ham
jaune: yellow
Je comprends pourquoi.: I understand why.
Je m'en fiche.: I don't care.
Je n'ai pas le temps.: I don't have time.
Je ne peux pas.: I can't.
Je ne sais pas.: I don't know.
Je ne suis pas libre.: I am not free.
je pense: I think
je regrette: I'm sorry, I regret
j'espère que...: I hope that...
Je suis au régime.: I'm on a diet.
Je suis désolé(e).: I'm sorry.
Je suis très occupé(e).: I am very busy.
Je veux partir.: I want to leave.
Je vois pourquoi.: I see why.
jogging (m.): jogging
jour de congé (m.): holiday
jumelles (f. pl.): binoculars, twins
karaté (m.): karate
kilo (m.): kilogram
là-bas: over there
là-dedans: therein, in there
laine (f.): wool
les mêmes choses: the same things
lire: to read
litre (m.): litre
livre (f.): pound
livre (m.): book
lunettes protectrices (f. pl.): goggles
lutte (m.): wrestling
lutteur (m.): wrestler
lutteur célèbre (m.): famous wrestler
maintenant: now, right away
mäis (m.): corn
Mais voyons!: But see here!
malade (m.): a sick person
manche (f.): sleeve
manger: to eat
morceau (m.): piece
mouchoir (m.): handkerchief
moyenne: medium
natation (f.): swimming
ne...plus de: no more, not anymore
nerveuse (f.): nervous
nervieux (m.): nervous
n'importe quoi: anything

noir(e): black
nommer: to name
non plus: neither
nourriture (f.): food
Nous avons déjà un engagement.: We already have a commitment.
Nous avons un tas de choses à faire.: We have a lot of things to do.
Nous n'avons pas le temps.: We don't have time.
Nous ne sommes pas libres.: We are not free.
Nous sommes très occupé(e).: We are very busy.
oeuf (m.): egg
oignon (m.): onion
oncle (m.): uncle
oncle de Don (m.): Don's uncle
On meurt de faim.: We're dying of hunger.
On sait que....: One knows that...
orange: orange
où sont: where are
panier (m.): basket
pansement (m.): bandage
papier hygiénique (m.): toilet paper
paquet (m.): package
partie (f.): party
party (m.): party
pas aujourd'hui: not today
Pas possible!: Impossible!
Pas toi aussi!: Not you too!
pas tout seul: not alone
pas très important: not very important
patin à roulettes (m.): roller skating
paysage (m.): view, scenery
pêche (f.): peach
petit ami (m.): boyfriend
petite amie (f.): girlfriend
petit pain (m.): bun
petits pois (m. pl.): green peas
planche à voile (f.): windsurfing
plateau (m.): tray
plongée libre (f.): snorkeling
plus fort: louder
plusieurs: several
Point final!: Period!
pointillé (m.): dotted line
poisson (m.): fish
pomme de terre (f.): potato
portefeuille (m.): wallet
porter: to wear, to carry
poser des questions: to ask questions
poste de télévision (m.): television station
poulet (m.): chicken

Quelle est votre taille?: What size do you wear? What is your size?
Quelle fin de semaine!: What a weekend!
Qu'est-ce que nous allons faire?: What are we going to do?
Qu'est-ce que tu veux faire?: What do you want to do?
Qu'est-ce qu'il y a?: What's the matter?
Que tu es bête!: How silly you are! You're stupid!
Qui est ce garçon?: Who is this boy?
Quoi?: What?
raisin (m.): grape
rasoir (m.): razor
Regardez la liste d'activités.: Look at the list of activities.
régime (m.): diet, regimen
réglisse rouge (f.): red licorice
remplir la demande: to fill out a form
rendez-vous (m.): date, appointment
renseignements personnelles (m. pl.): personal information
repas complet (m.): complete meal
répète les commandes: repeats the orders (third person singular)
répéter les commandes: to repeat the orders
répétition (f.): rehearsal
responsable (f.): person in charge
rester: to remain, to stay
reverser: to upset, to spill
riz (m.): rice
rosbif (m.): roast beef
rose: pink
rouge: red
roulotte (f.): trailer
sac (m.): bag
salade (f.): salad
salle d'essayage (f.): fitting room
savon (m.): soap
sécher: to dry
séchoir à cheveux (m.): hair dryer
seront posées: will be asked
serviette (f.): towel
shampooing (m.): shampoo
signe (m.): sign (zodiac)
soir: evening
soldes: items on sale
soupe (f.): soup
spaghetti (m.): spaghetti
spectacle aérien (m.): air show
suivre: to follow
tableau (m.): chart
tablette de chocolat (f.): chocolate bar
tantôt: soon, in a minute
taquiner: to tease

tarte au sucre (f.): sugar pie, maple sugar pie
terrain de camping (m.): campground
tomate (f.): tomato
tournant: turning, revolving
tournoi de billard (m.): billiards tournament
tranche (f.): slice
très à la mode: in style, fashionable
très chic: very stylish
très fort(e): very strong
très important(e): very important
très musclé(e): very muscular
trois mousquetaires (m. pl.): three musketeers
trop long(ue): too long

trop vive: too bright
Tu as du goût.: You have good taste.
un peu fâché contre: a little mad at, a little annoyed with
utiliser: to use, to utilize
vas-tu: do you go
verre (m.): glass
vert(e): green
vêtements à la mode (m. pl.): fashionable clothes
violet(te): purple
vous allez voir: you will see
vous lisez: you read
Vous payez comptant?: Are you paying cash?
vous vous entraînez: you train (yourself)

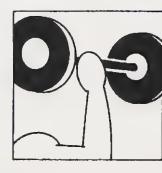
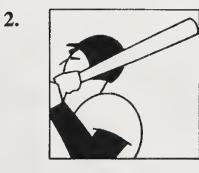
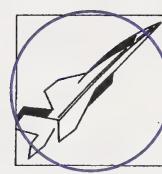
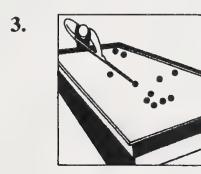
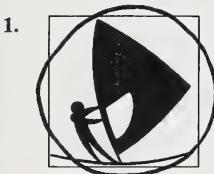
Suggested Answers

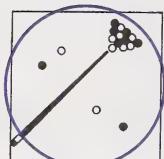
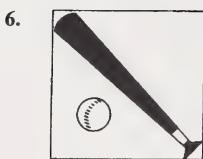
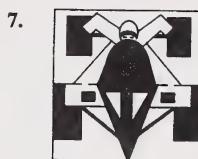
Section 1: Activity 1

A. Workbook, Exercice d'écoute A, page 106

The echo in the PA announcements makes them harder to understand. These are the sentences:

1. Attention! Attention! La compétition de planche à voile va commencer tantôt.
2. Votre attention s'il vous plaît. Les courses d'auto commencent maintenant.
3. Attention s'il vous plaît. Il y a un changement. Le spectacle aérien est à une heure.
4. Votre attention s'il vous plaît. Ce soir il y a un match de lutte au centre sportif.
5. Votre attention s'il vous plaît. Il y a une correction. La compétition d'haltérophilie va commencer à 3 h.
6. Attention s'il vous plaît. Il y a un tournoi de billard dans la salle 201 aujourd'hui.
7. Attention! Attention! Les épreuves d'athlétisme vont commencer dans 10 minutes.
8. Votre attention s'il vous plaît. Il y a un concert en plein air ce soir.





B. Workbook, Exercice d'écoute B, page 107

	AU	À LA	À L'	AUX
1. elle va		g		
2. il va	b			
3. elles vont				f
4. ils vont		e		
5. elles vont	h			
6. il va		a		
7. elle va			d	
8. elles vont				c
9. ils vont	i			

C. Student module booklet, Comprehension Questions

1. C'est samedi (après-midi).
2. La famille Gauthier mange au restaurant tournant.
3. Serge et Monique regardent le paysage et se taquinent.

Se taquiner is a reflexive verb, meaning “to tease.” *C'est* is used to refer to two people in the conversation on page 137.

D. Student text, *La voix des jeunes 1, A. Au restaurant tournant*, pages 137 and 138

This is an oral exercise with several possible answers. Here are some possibilities.

1. Serge: Que c'est beau!
 Monique: Voyons! C'est mon tour. Passe-moi les jumelles.
 Serge: Attends. Attends. Oh là là! Est-ce que c'est Tom là-bas?
 Monique: Tom? Où ça? Passe-moi les...
 Serge: Attends! Mais oui, c'est Tom...devant le centre sportif. Tiens! Il va au match de lutte. Voici les jumelles.
 Monique: Merci.... Mais... Que tu es bête! Ce n'est pas Tom là-bas!

2. Serge: Mais c'est fantastique! Quelle belle vue!
 Monique: Voyons! C'est mon tour. Passe-moi les jumelles.
 Serge: Attends. Attends. Oh là là! Est-ce que c'est Doug là-bas?
 Monique: Doug? Où ça? Passe-moi les...
 Serge: Attends! Mais oui, c'est Doug...devant le quai. Tiens! Il va à la compétition de planche à voile. Voici les jumelles.
 Serge: Merci.... Mais... Que tu es bête! Ce n'est pas Doug là-bas!

3. Monique: La vue est superbe!
 Serge: Voyons! C'est mon tour. Passe-moi les jumelles.
 Monique: Attends. Attends. Oh là là! Est-ce que c'est Connie là-bas?
 Serge: Connie? Où ça? Passe-moi les...
 Monique: Attends! Mais oui, c'est Connie...devant le centre sportif. Tiens! Elle va à la compétition d'haltérophilie. Voici les jumelles.
 Serge: Merci.... Mais... Que tu es bête! Ce n'est pas Connie là-bas!

4. Monique: La vue est magnifique!
 Serge: Voyons! C'est mon tour. Passe-moi les jumelles.
 Monique: Attends. Attends. Oh là là! Est-ce que c'est Kim et Elisabeth là-bas?
 Serge: Kim et Elisabeth? Où ça? Passe-moi les...
 Monique: Attends! Mais oui, c'est Kim et Elisabeth...devant le centre commercial. Tiens! Elles vont à l'exposition d'autos. Voici les jumelles.
 Serge: Merci.... Mais... Que tu es bête! Ce n'est pas Kim et Elisabeth là-bas!

5. Serge: Que c'est beau!
 Monique: Voyons! C'est mon tour. Passe-moi les jumelles.
 Serge: Attends. Attends. Oh là là! Est-ce que c'est Mario et Luat là-bas?
 Monique: Mario et Luat? Où ça? Passe-moi les...
 Serge: Attends! Mais oui, c'est Mario et Luat...devant le circuit. Tiens! Ils vont aux courses de motocyclettes. Voici les jumelles.
 Monique: Merci.... Mais... Que tu es bête! Ce n'est pas Mario et Luat là-bas!

E. Workbook, Exercice écrit 1, page 120

Dates will vary.

2. Compétition de planche à voile, (any date), quai Basaga
3. Match de base-ball, (any date), stade olympique
4. Course de motos, (any date), circuit Laporte

5. Exposition d'autos, (any date), centre commercial
6. Compétition d'haltérophilie, (any date), stade olympique
7. Épreuves d'athlétisme, (any date), à l'école St-Laurent

F. Workbook, *Exercice écrit 2*, page 121

This exercise is submitted with the assignment.

G. Student module booklet, Comprehension Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. a. C'est un concert en plein air.
b. Avec Rocco Rico et le Robots.
c. C'est au parc Champlain.
d. C'est lundi.
e. C'est le 17 juillet.
f. À 20 heures. | <ol style="list-style-type: none"> 3. a. C'est les courses d'autos. (Ce sont les courses d'autos.)
b. Avec Mario Motorola.
c. C'est au circuit Drapeau à Damier.
d. C'est vendredi.
e. C'est le 28 juillet.
f. À 16 heures. |
| <ol style="list-style-type: none"> 2. a. C'est la Franco-Fête.
b. Avec les Danseurs Québécois.
c. C'est au Centre Canadien-Français.
d. C'est mardi.
e. C'est le 18 juillet.
f. À 21 heures. | <ol style="list-style-type: none"> 4. a. C'est le tournoi de billard.
b. Avec Laurent Bille.
c. C'est à la Salle Paulo.
d. C'est samedi.
e. C'est le 5 août.
f. À 14 heures. |

H. Student text, *Méli-Mélo, B. Billets*, page 150

- I. 1. Voici un billet pour un match de base-ball, les Expos contre les Blue Jays. C'est au Stade Olympique, lundi le 10 juin à 19 h 30. Ça coûte 18 \$. Le siège est dans la section 394, rangée T, numéro 29.
2. Voici un billet pour un match de hockey, les Nordiques contre les Bruins de Boston. C'est au Colisée de Québec, mardi le 5 novembre à 19 h 45. Ça coûte 22 \$. Le siège est dans la section 10, rangée L, numéro 7.
3. Voici un billet pour un match de football, les Alouettes contre les Roughriders. C'est au Stade Olympique, jeudi le 4 juillet à 19 h 30. Ça coûte 20 \$. Le siège est dans la section 334, rangée M, numéro 13.
4. Voici un billet pour une pièce de théâtre, « Le gars de Québec, » par Michel Tremblay. C'est à la Place des Arts, vendredi le 26 mars à 20 h. Ça coûte 17,75 \$. Le siège est dans la section parterre, rangée J, numéro 10.

- II. For this part of the exercise, you will have created a ticket for an event taking place at your school.

I. Workbook, *Exercice écrit 3*, page 122

3. Moi, je vais aux courses d'autos le 11 avril. Vous allez....
(Use *vous* here because of formality, not plurality.)
4. Nous allons au concert en plein air le 28 juillet.
Vous allez....
5. Moi, je vais au tournoi de golf le 20 juin.
Tu vas....
6. Nous allons au spectacle aérien le 21 août.
Vous allez....

J. Student module booklet, Comprehension Questions

Your wording may vary somewhat.

1. Le reporter c'est Holly Woods. ou Elle s'appelle Holly Woods.
2. L'émission c'est « Le monde de la musique. »
3. L'invité c'est Ronnie Zombi, un chanteur célèbre.
4. Le concert c'est demain soir.
5. Ronnie ne sait pas l'heure du concert.
6. Il offre un billet gratuit à Holly.
7. Ronnie dort toute la journée; il se lève; il prend un petit goûter; il se rase la tête; il se maquille; et puis il s'habille.
8. Son maquillage est bizarre. Ses vêtements sont bizarre aussi.
9. Ronnie demande à Holly de sortir avec lui après le concert.
10. Après le concert, Ronnie sort avec ses amis; il rentre vers 7 heures du matin; il se lave...de temps en temps; et puis il se couche.

K. Workbook, Exercice d'écoute C, page 108

	1er appel	2e appel	3e appel	4e appel	5e appel	6e appel	7e appel
Est-ce qu'il va à la Franco-fête?							✓
Elles vont au match de hockey aussi.		✓					
Moi, non. Je vais au tournoi de golf.					✓		
Tu vas à l'exposition d'autos?	✓						
Ils sont aux courses de bicyclettes.				✓			
Non, nous allons aux épreuves d'athlétisme.			✓				
Vous n'allez pas à la danse!						✓	

L. Student text, La voix des jeunes I, C. À ton tour, page 140

The paragraph under the suggested title *Activités* should include at least one summer event and one winter event. For each event, you should tell where the event takes place and with whom he or she is going.

Section 1: Activity 2**A. Workbook, Exercice d'écoute D, page 109****B. Student text, La voix des jeunes 1, D. Soirée d'Halloween, page 140 and 141**

The substitutions are shown in bold letters. Notice the changes in spelling for other related words as well. The garments named are those outlined in dotted pink lines in the pictures on page 141 of your text. The names of the people and where they work are listed below the pictures. The names of the garments and the type of work done by the people are listed in the two columns on page 140. The exclamations are listed in the *Au choix* list on page 141.

- Doug: **Richard** est vraiment comique, n'est-ce pas?
 Carly: Oui. J'aime surtout **le manteau** et **les souliers**. **C'est super!**
 Doug: Imagine! Il va porter ce costume **au supermarché** demain.
 Carly: C'est pas vrai! Il va **ranger des produits** comme ça?
- Doug: **Thérèse** est vraiment comique, n'est-ce pas?
 Carly: Oui. J'aime surtout **le complet** et **la ceinture**. **C'est très original!**
 Doug: Imagine! Elle va porter ce costume **à la boulangerie** demain.
 Carly: C'est pas vrai! Elle va **préparer les petits pains** comme ça?
- Doug: **Jason et Claudine** sont vraiment comiques, n'est-ce pas?
 Carly: Oui. J'aime surtout **les espadrilles** et **les chaussettes**. **C'est super!**
 Doug: Imagine! Ils vont porter ces costumes **à la station-service** demain.
 Carly: C'est pas vrai! Ils vont **vérifier l'huile** comme ça?

4. Doug: **Mario et Luat** sont vraiment comiques, n'est-ce pas?
 Carly: Oui. J'aime surtout **le gilet de ski et le foulard. C'est chouette!**
 Doug: Imagine! Ils vont porter ces costumes **au restaurant** demain.
 Carly: C'est pas vrai! Ils vont **préparer les hamburgers** comme ça?

C. Workbook, Exercice écrit 4, page 123

	<u>l</u> <u>e</u> <u>s</u> <u>b</u> <u>o</u> <u>t</u> <u>t</u> <u>e</u> <u>s</u>
	<u>l</u> <u>a</u> <u>c</u> <u>e</u> <u>i</u> <u>n</u> <u>t</u> <u>u</u> <u>r</u> <u>e</u>
	<u>l</u> <u>e</u> <u>v</u> <u>e</u> <u>s</u> <u>t</u> <u>o</u> <u>n</u> <u> </u>
	<u>l</u> <u>e</u> <u>s</u> <u>g</u> <u>a</u> <u>n</u> <u>t</u> <u>s</u>
	<u>l</u> <u>e</u> <u>s</u> <u>c</u> <u>h</u> <u>a</u> <u>u</u> <u>s</u> <u>s</u> <u>e</u> <u>t</u> <u>t</u> <u>e</u> <u>s</u>
	<u>l</u> <u>e</u> <u>s</u> <u>m</u> <u>a</u> <u>n</u> <u>t</u> <u>e</u> <u>a</u> <u>u</u>
	<u>l</u> <u>e</u> <u>s</u> <u>e</u> <u>s</u> <u>p</u> <u>a</u> <u>d</u> <u>r</u> <u>i</u> <u>l</u> <u>l</u> <u>e</u> <u>s</u>
	<u>l</u> <u>e</u> <u>f</u> <u>o</u> <u>u</u> <u>l</u> <u>a</u> <u>r</u> <u>d</u>
	<u>l</u> <u>a</u> <u>c</u> <u>h</u> <u>e</u> <u>m</u> <u>i</u> <u>s</u> <u>e</u>
	<u>l</u> <u>e</u> <u>s</u> <u>s</u> <u>o</u> <u>i</u> <u>u</u> <u>l</u> <u>e</u> <u>r</u> <u>s</u>

The letters boxed are O, E, T, E, E, P, L, M, and L. One of the boxes should have enclosed a C instead of an E. That would then give you the mystery word. The final part of this exercise is your drawing representing the mystery word.

Quel est donc le « mot-mystère »?

L E C O M P L E T

D. Workbook, Exercice écrit 5, page 124

JUIN			
Martin et Pierre	lundi	15	Ils vont balayer le plancher. (exemple)
Simon	lundi	15	Il va changer les draps. (exemple)
Janine	mardi	16	Elle va ranger des produits.
Roger et Marc	mardi	16	Ils vont porter des boîtes.
Suzanne et Deanna	jeudi	18	Elles vont enseigner la natation.
Valérie	mardi	23	Elle va ramasser les déchets.
Thérèse et Caroline	mercredi	24	Elles vont nettoyer le plancher.
Paul	mercredi	24	Il va préparer des pâtisseries.
Scott	samedi	27	Il va travailler à la caisse.
Yvette et Tom	samedi	27	Ils vont préparer des hamburgers.

Section 1: Activity 3

A. Student module booklet, Comprehension Questions

1. Les vêtements pour filles sont

- un T-shirt
- un short
- un chandail
- un pantalon à pois
- un pull
- un gilet de ski à rayures

2. Les vêtements pour garçons sont

- un pantalon
- une chemise à rayures
- un pull à pois
- un jean
- un short à carreaux
- un maillot à rayures

3. Ce sont les activités qui vont avec les vêtements (answers will vary):

- La jeune fille va jouer au tennis.
Elle va porter le T-shirt et le short.
- Le garçon va faire du patin à roulettes.
Il va porter le pull à pois et le jean.
- Le garçon va faire de la natation.
Il va porter le maillot à rayures et le short à carreaux.
- La fille va patiner.
Elle va porter le chandail et le pantalon à pois.
- La fille va faire du ski.
Elle va porter le gilet de ski à rayures et le pantalon à pois.
- Le garçon va magasiner.
Il va porter le pantalon et la chemise à rayures.

B. Workbook, Exercice d'écoute E, page 110

This exercise is submitted with the assignment.

C. Student module booklet, Comprehension Questions

- | | |
|--|--------------------------------------|
| 1. Thérèse sort avec son petit ami. | 3. Elles sont dans la chambre. |
| 2. Elle parle avec sa soeur, Danielle. | 4. Danielle n'est pas très gentille. |

D. Workbook, Exercice écrit 6, page 125

This exercise is submitted with the assignment.

E. Workbook, *Exercice d'écoute F*, page 111



F. Student text, *La voix des jeunes 1, F. À ton tour*, page 143

Answers will vary, but you will have answered the following questions under the given titles.

- I. **Activités et vêtements:** Qu'est-ce que tu vas porter au prochain événement spécial? Décris les vêtements.
- II. **Ma fin de semaine:** Qu'est-ce que tu vas faire en fin de semaine? Avec qui?

G. Student text, *Méli-Mélo, C. Moitié prix*, page 151

1. bottes	59,99 \$ (ou 60,00 \$)	1 ^{er}	chaussures
2. blouses	74,99 \$ (ou 75,00 \$)	4 ^e	vêtements pour dames
3. complets	197,50 \$	5 ^e	vêtements pour hommes
4. rouge à lèvres	4,38 \$ (ou 4,37 \$)	2 ^e	cosmétiques
5. raquettes de tennis	44,25 \$	8 ^e	articles de sport
6. bonnets de bébé	2,50 \$	3 ^e	vêtements pour enfants
7. cafetières électriques	19,99 \$ (ou 20,00 \$)	rez-de-chausée	appareils électroménagers
8. poupées	8,22 \$ (ou 8,23 \$)	3 ^e	jouets

H. Student text, *Situation 1, A*, pages 162 and 163

1. À sept heures et quart du matin, il se brosse les dents et elle s'habille.
2. À sept heures et demie du matin, il se couche et elle se maquille.
3. À six heures du soir, il se lève et elle s'habille (se déshabille).
4. À six heures et demie du soir, il se rase et elle se peigne les cheveux.

Here are some possible answers to the question in the bubble:

Je me lave.

Je me maquille.

Je me rase.

Je me brosse les dents.

Je me brosse les cheveux.

Give personal answers to your partner's question suggested at the end of exercise A, on page 163 of the text.
For example: *Je me lève à huit heures et je me couche à vingt-deux heures.*

I. Workbook, *Exercice écrit 19*, page 139

1. le matin



Il se réveille.



Il se lave.



Il se rase.



Il s'habille.

2.

Tu te lèves.

Tu t'habilles.



Tu te brosses les cheveux.



Tu te maquilles.

3. le soir

Je me déshabille.

Je me lave.



Je me brosse les dents.



Je me couche.

Section 2: Activity 1

A. Workbook, Exercice d'écoute G, page 112

This exercise is submitted with the assignment.

B. Student module booklet, Comprehension Questions

1. Tom est à l'hôpital parce qu'il a eu un accident de ski.
2. Il est dans l'aile de chirurgie.
3. Ils entendent la conversation de deux infirmières.
4. Elles sont dans le couloir.
5. M. Confletti commande toujours un repas complet.
6. Aujourd'hui, il veut du poisson, des haricots verts, et du gâteau au chocolat.
7. Il dit, « Mais voyons! On meurt de faim dans cet hôpital. »

Student text, *La voix des jeunes 1, G. À l'hôpital*, page 144

Here are the substitutions for numbers 1 through 5. The foods within each column may be in any order.

Qu'est-ce qu'il y a Sharon?

Eh bien,	M. Lee	de la chambre 228 en a assez
	Mme Lafontaine	214 a
	Mme Brown	211 a
	Mesdames Deschamps et Lafleur	216 ont
	Messieurs Beaulieu et Small	208 ont

de manger seulement de la soupe.

Ah oui. On dit qu'il commande toujours un repas complet.
 qu'elle commande
 qu'elle commande
 qu'elles commandent
 qu'ils commandent

C'est ça. Par exemple, aujourd'hui,

A	B
il veut	du jambon,
elle veut	du foie,
elle veut	des oeufs,
elles veulent	du poulet,
ils veulent	du fromage,
	du maïs...
	des épinards...
	des oignons...
	des asperges...
	des pommes de terre...

C

Et des biscuits au beurre d'arachide, s'il vous plaît!
 Et des choux à la crème, s'il vous plaît!
 Et des éclairs au chocolat, s'il vous plaît!
 Et du gâteau au chocolat, s'il vous plaît!
 Et de la tarte au sucre, s'il vous plaît!

Je suis désolé(e). Pas aujourd'hui.... Demain, peut-être.

Mais voyons! On meurt de faim dans cet hôpital!

C. Workbook, *Exercice écrit 8*, page 127

This exercise is submitted with the assignment.

D. Student module booklet, The Food Game

In each sentence, the items may be in any order.

1. Il veut de la salade, de la soupe, de la dinde (ou du poulet), et de la tarte.
2. Elle veut du fromage, du brocoli, du riz, du rosbif, et du gâteau.
3. Il veut des oeufs, des petits pois, des oignons, des tomates, des pommes de terre, des fraises, des framboises, et des pêches.
4. Ils veulent du jambon, de spaghetti, du maïs, des éclairs au chocolat, des choux à la crème, et des raisins.
5. Elles veulent du poisson, du foie, des oignons, du chou-fleur, des épinards, des asperges, des haricots verts, du chocolat fondu, et des choux à la crème.
6. Ils veulent des carottes, du poulet (ou de la dinde), du bacon, des biscuits, et des cerises.

E. Student module booklet, Vouloir

veux
veux
voulons
voulez

F. Student text, *La voix des jeunes I, H. Buffet à prix spécial*, page 145

This exercise consists of oral practice with no written component.

G. Workbook, *Exercice écrit 9*, page 128

Both parts of this exercise allow free response. Answers will vary. Food combinations should be bizarre.

H. Student text, *Situation I, B*, page 163

2. Quelle est votre chanson favorite?
(h) Ma chanson favorite? Hum...c'est ma nouvelle chanson, « Ma vie à moi. »
3. Quelle sorte de musique est-ce que vous préférez?
(j) J'aime toutes sortes de musique...le reggae, le jazz, le rock.
4. De quels instruments est-ce que vous jouez?
(a) De la guitare, du piano et de la batterie.
5. Quelles tournées est-ce que vous allez faire l'année prochaine?
(i) Je ne suis pas certain...une tournée en Europe, peut-être.
6. Combien d'argent est-ce que vous gagnez pour un concert?
(g) Ça dépend du concert. Mais c'est toujours beaucoup d'argent.

7. Est-ce que vous avez une petite amie?
(c) Non, pas d'amie spéciale. Toutes les filles sont spéciales, n'est-ce pas?
8. Est-ce que vous aimez regarder vos vidéos?
(f) Bien sûr! Je suis photogénique, n'est-ce pas?
9. Est-ce que vous composez toute votre musique?
(e) Mais naturellement! Pour moi, c'est très facile de composer des chansons!
10. Est-ce que vous aimez être populaire?
(b) Être populaire, c'est fantastique...mais c'est dangereux aussi, n'est-ce pas?

I. Student text, *Situation I, C*, page 163

Answers will vary, but you should have five questions and five answers suitable for an interview.

Section 2: Activity 2

A. Workbook, *Exercice d'écoute H*, page 113

1. JE 2. NE 3-4. VEUX 5-6. PAS 7. DE 9-10. PIZZA

The sentence reads *Je ne veux pas de pizza*.

B. Student module booklet, The Negative Form of Verbs

1. Nous ne voulons pas d'arachides.
2. Tu ne vas pas en ville.
3. Ce n'est pas Thérèse.

C. Student module booklet, Comprehension Questions

1. Mario et ses amis sont aux courses (d'autos).
2. Mario va au casse-croûte.
3. Mario n'entend pas bien à cause du bruit des autos.
4. Suzanne répète les commandes.
5. Suzanne n'entend pas bien, elle non plus.

D. Workbook, Exercice écrit 10, page 129

The answers will vary. The beginnings of one possible answer is shown.

W	T	E	M	Q	S	B	A	X	P	F	G	J	P	(B)	C	H	K	N	T	V
L	B	A	F	H	R	É	G	L	I	S	S	E	R	O	U	G	E	R	S	Z
D	F	U	P	S	V	W	R	Z	Z	M	B	S	U	N	D	A	E	W	X	P
H	A	M	B	U	R	G	E	R	Z	B	F	G	J	B	P	S	C	D	H	K
O	I						A					(B)	O				E	T	C	
T	N											R	N							
D	É			(A)	R	A	C	H	I	D	E	S								
O	R					(C)	R	O	U	S	T	I	L	L	E	S				
G	A											Z					P			
	L					O	R	A	N	G	E	A	D	E				E		
	E										L						P			
		C	R	O	U	S	T	I	L	L	E	S	D	E	M	A	Í	S		
T	A	B	L	E	T	T	E	D	E	C	H	O	C	O	L	A	T	I		

E. Workbook, Exercice écrit 11, page 130

This exercise is submitted with the assignment.

F. Student module booklet, Comprehension Questions

1. C'est jeudi.
2. Trinh téléphone à Tom.
3. Pour l'inviter à sortir avec elle.
4. Peut-être.
5. Vendredi soir, il ya un match de lutte à la télé.
6. Non, il n'aime pas regarder la télé. Il dit, « C'est ennuyeux. »
7. Elle va aller aux courses de bicyclettes dans le parc.
8. Non. Ça ne l'intéresse pas.
9. Elle va aller jouer aux quilles.
10. Tom dit, « J'ai mal au bras. J'ai mal un peu partout. »
11. Trinh veut parler à Paul.
12. Paul va sortir avec Trinh.

G. Student text, Situation 2, page 166

2. Pardon, quelle heure est-il?
(b) C'est l'heure de partir.
3. Est-ce que c'est ta Corvette devant la maison?
(d) La Corvette? Mais non! Moi, je préfère les bicyclettes. C'est moins dangereux.
4. Tu veux danser?
(c) Pourquoi pas? J'aime danser.
5. Tu es championne de ski, n'est-ce pas?
(j) Oui. Tu veux des leçons?
6. Tu ressembles à Ronnie Zombi.
(e) Avec ou sans maquillage?
7. Quel est ton signe?
(i) Lion. Rrrr...!
8. Est-ce que tu es le frère de Bruce?
(a) Oui, mais je suis beaucoup plus intéressant que Bruce!
9. Est-ce que c'est ton portefeuille?
(h) Ça dépend. Combien d'argent est-ce qu'il y a là-dedans?
10. Tu joues au football, n'est-ce pas?
(f) Non, j'aime simplement porter l'uniforme de mon frère aux parties.

H. Workbook, Exercice d'écoute I, page 114

- | | |
|---|---|
| 1. Il veut des pêches. (exemple) | 9. Elle ne veut pas de spaghetti. |
| 2. Il ne veut pas de riz. | 10. Nous ne voulons pas d'épinards. |
| 3. Vous voulez du bacon? | 11. Il veut des pêches. (exemple) |
| 4. Elles veulent des fraises. (exemple) | 12. Tu veux de la soupe? |
| 5. Vous voulez du bacon? | 13. Je ne veux pas de chocolat. |
| 6. Tu veux de la soupe? | 14. Nous ne voulons pas d'épinards. |
| 7. Elle ne veut pas de spaghetti. | 15. Je ne veux pas de chocolat. (exemple) |
| 8. Il ne veut pas de riz. | 16. Elles veulent des fraises. |

The matching sentences are as follows.

- | | | | |
|------------|------------|-----------|-------------|
| 1. and 11. | 3. and 5. | 6. and 12 | 10. and 14. |
| 2. and 8. | 4. and 16. | 7. and 9. | 13. and 15. |

I. Student text, La voix des jeunes I, J. À ton tour, page 147

Answers will vary to this free response. You should have written a couple of sentences answering the question *Qu'est-ce que tu veux manger au souper?* and used the expression *absolument pas*.

J. Workbook, Exercice d'écoute J, page 115

2. Jacques: n, c
3. Pierrette: m, b, k
4. Claire: o, h
5. Laurence: e, i, f
6. Georges: d, l

Section 3: Activity 1**A. Student module booklet, Comprehension Questions**

1. L'oncle de Don travaille au poste de télévision.
2. Il va interviewer des lutteurs célèbres.
3. Il mange une douzaine d'oeufs, trois paniers de petits pains, et cinq litres de lait.
4. Il lève leur camionnette cinq fois par jour.

B. Workbook, Exercice écrit 12, page 131

You should have used a variety of quantities, foods, and prices.

C. Workbook, Exercice d'écoute K, page 116

- | | | |
|-------------------------|------------------------|-------------------------|
| 1. il fait ✓ ✗ | 4. elle fait ✓ ✗ | 7. il fait ✓ ✗ |
| 2. elles font ✗ ✓ | 5. ils font ✗ ✓ | 8. elles font ✓ ✗ |
| 3. ils font ✗ ✓ | 6. elle fait ✓ ✗ | 9. ils font ✗ ✓ |

D. Student text, *La voix des jeunes II*, A. *Quelle fin de semaine!*, pages 153 and 154

This exercise consists of oral practice only.

E. Workbook, Exercice écrit 13, page 1325.

- | | |
|--------------------------|-------------------------|
| 2. de la planche à voile | 6. du patin à roulettes |
| 3. du canoë | 7. de la natation |
| 4. de la plongée libre | |

F. Workbook, Exercice écrit 14, page 133

Locations shown on the map should be reasonable.

- c. Marc fait du ski nautique.
- d. Deanna et Yvonne font de la natation.
- e. Caroline fait du canoë.
- f. Roger fait du patin à roulettes.
- g. Kim et Brian font de la planche à voile.

G. Student module booklet, Comprehension Questions

- Numbers 1 through 4 are oral practice only.
- Answers for number 5 will vary. For any four of the seven cases, give two reasons why both people would use the description as listed under the signs on page 166 to describe their personalities.
- For number 6, name your sign and the signs of a couple of friends. Based on the personality traits listed on page 166 of your text, explain why you and your friends are, or are not, compatible.

Section 3: Activity 2

A. Student text, *La voix des jeunes II, B. Toujours des régimes!*, page 155

Answers will vary. Here are some sample answers.

1. Comment! Tu ne manges pas ta crème glacée?
Non, je suis au régime. Je ne mange plus de dessert.
Et je suppose que tu fais de l'exercice aussi.
Mais bien sûr! Je fais de la danse aérobique une heure par jour.
Une heure par jour! Bravo! Euh...à propos.... Je peux avoir ta crème glacée?
2. Comment! Tu ne manges pas ton gâteau au chocolat?
Non, je suis au régime. Je ne mange plus de dessert.
Et je suppose que tu fais de l'exercice aussi.
Mais bien sûr! Je fais de l'haltérophilie tous les matins.
Tous les matins! Bravo! Euh...à propos.... Je peux avoir ton gâteau au chocolat?
3. Comment! Vous ne mangez pas vos biscuits?
Non, nous sommes au régime. Nous ne mangeons plus de dessert.
Et je suppose que vous faites de l'exercice aussi.
Mais bien sûr! Nous faisons de la gymnastique quatre fois par semaine.
Quatre fois par semaine! Bravo! Euh...à propos.... Je peux avoir vos biscuits?
4. Comment! Vous ne mangez pas vos choux à la crème?
Non, nous sommes au régime. Nous ne mangeons plus de dessert.
Et je suppose que vous faites de l'exercice aussi.
Mais bien sûr! Nous faisons du karaté chaque soir.
Chaque soir! Bravo! Euh...à propos.... Je peux avoir vos choux à la crème?

B. Workbook, *Exercice écrit 15*, page 134

2. Pierre, tu fais du karaté après la classe?
Non, je fais de la natation.
4. Diane et Thérèse, vous faites de l'haltérophilie à 4 h?
Non, nous faisons de la plongée libre.
5. Angélique, tu fais de la gymnastique ce soir?
Non, je fais du jogging.

6. Kim et Joanne, vous faites du jogging cet après-midi?
Non, nous faisons de la gymnastique.
7. Brian et Donna, vous faites du karaté (or anything other than weight lifting) jeudi?
Non, nous faisons de l'haltérophilie.
8. Neil, tu fais de la natation (or anything other than bicycling) mardi matin?
Non, je fais de la bicyclette.

C. Student text, Situation 2, C, page 167

Give yourself 4 points for every time you answered *très important*.

Give yourself 3 points for every time you answered *assez important*.

Give yourself 2 points for every time you answered *pas très important*.

Give yourself 1 point for every time you answered *ça m'est égal*.

If you scored between 45 and 60, the friend you are looking for does not exist. You are very difficult to please.

If you scored between 30 and 44, you know what you want. You are realistic. You are not looking for perfection.

If you scored less than 30, you are desperate. You will go out with anyone.

D. List of sports and leisure activities, Visuals 39 and 39a

faire de	jouer à
faire du ski alpin	jouer au base-ball
faire de la motoneige	jouer au football
faire du ski de fond	jouer au volley-ball
faire de la natation	jouer aux cartes
faire de la gymnastique	jouer aux quilles
faire du patinage artistique	jouer aux jeux vidéo
faire de la danse aérobique	jouer au billard

Keep adding to your lists as you learn new expressions.

E. Workbook, Exercice d'écoute L, page 117

- | | |
|------|-------|
| 2. f | 7. d |
| 3. b | 8. g |
| 4. i | 9. a |
| 5. j | 10. e |
| 6. c | |

F. Student text, La voix des jeunes II, C. Quoi faire?, page 156

This exercise consists of oral practice only.

G. Workbook, Exercice écrit 16, pages 135 and 136

3. Elle veut jouer aux cartes.
4. Il veut faire de l'haltérophilie.
5. Ils veulent jouer au quilles.
6. Elle veut faire de la motoneige.
7. Elles veulent faire de la natation.
8. Ils veulent jouer au tennis.
9. Il veut faire du ski de fond.
10. Elles veulent jouer aux jeux vidéos.

natation	ski alpin	motoneige	ski de fond	haltérophilie
Véronique Claudine	<i>Paul</i>	Laura	Martin	Serge
cartes	quilles	billard	jeux vidéo	tennis
Julie	Pierre Raymond	<i>Michel Lise</i>	Andrea Yvette	Georges Grégoire

H. Student text, *La voix des jeunes II, D. À ton tour*, page 157

Using the examples in the bubbles on page 157 of your text, you will have described at least two of your favourite activities and two enjoyed by a friend.

I. Student text, *Super-expressions, A*, page 152

- | | |
|--------------------------|-----------------|
| 1. Ça ne fait rien. | 4. Ça y est! |
| 2. Ah, oui. Ça me plaît. | 5. Ça m'énerve. |
| 3. Ça m'est égal. | |

J. Student text, *Super-expressions, B*, page 152

- | | |
|-------------------------|---------------------|
| 1. Ah oui. Ça me plaît. | 4. Ça y est! |
| 2. Ça m'est égal. | 5. Ça ne fait rien. |
| 3. Ça m'énerve. | |

Section 3: Activity 3**A. Student text, *La voix des jeunes II, E. Toujours des interruptions!*, page 158**

This exercise consists of oral practice only.

B. Workbook, Exercice écrit 17, page 137

This exercise is submitted with the assignment.

C. Workbook, Exercice d'écoute M, page 118

This exercise is submitted with the assignment.

D. Student text, *La voix des jeunes II, F. Avant de sortir*, page 159

1. Qu'est-ce que tu vas faire?
(g) Je vais aller à un concert avec mes amis.
2. Qu'est-ce que tu vas porter?
(i) Mon jean et un gros chandail. C'est un concert en plein air.
3. À quelle heure est-ce que tu vas sortir?
(b) Tout de suite. Il est déjà 7 h 30.
4. À quelle heure commence le concert?
(a) Il commence à 8 h, je pense.
5. Combien de tes amis vont avec toi?
(c) Cinq ou six, peut-être.... Ça va être amusant!
6. Combien d'argent as-tu?
(h) J'ai 35 \$. Je pense que c'est assez.
7. Combien d'argent est-ce que tu vas dépenser?
(e) Environ 30 \$. 20 \$ pour les billets et 10 \$ de plus pour quelque chose à manger.
8. À quelle heure finit le concert?
(j) D'habitude, les concerts finissent vers 11 h.
9. Qu'est-ce que tu vas faire après le concert?
(f) Après le concert, on va manger en ville.
10. À quelle heure est-ce que tu vas rentrer?
(d) Vers minuit.

E. Workbook, *Exercice écrit 18*, page 138

The questions may be in a different order.

1. À quelle heure commence le tournoi? (exemple)
2. Qu'est-ce que tu vas porter?
3. À quelle heure finit la danse?
4. Combien de billets as-tu?
5. Qu'est-ce que vous faites après le match?

If the questions are asked in this order, the answers to **a**, **b**, **c**, **d**, **e** will be in the order 1, 2, 3, 4, 5.

F. Student module booklet, Comprehension Questions

1. Le journal s'appelle *La Lance*.
2. Cette semaine on organise la Franco-Fête.
3. On veut vendre une bicyclette et des patins à roulettes.
4. On peut acheter des pizzas à la Pizzeria Sam.
5. On peut acheter des vêtements à moitié prix Chez Hélène.
6. Les Lanceurs et les Lions jouent au hockey.

G. Student text, Coin de Lecture, A. Quelle est la bonne réponse?, page 173 in text

1. Le nom du journal c'est *La Lance*.
2. C'est vendredi, le 21 mars.
3. Le journal coûte 0,25 \$.
4. Deux activités sont le concours oratoire et le match de ballon-panier. (Les autres activités sont la soirée d'amateurs musique et danse et la soirée de variétés.)
5. Les traits physiques du prof mystère sont les cheveux longs et gris, le nez pointu, une petite bouche, de gros yeux bruns, les épaules carrées, et de petits pieds.
6. Des garçons de la classe 11B cherchent des filles. Ces garçons sont beaux, de 16 à 18 ans, grands, gentils, et ont un sens de l'humour.
7. Trois ingrédients sur une pizza sont le fromage, le pepperoni, et le bacon. (Les autres ingrédients sont les champignons, les poivrons verts, le jambon, et les anchois.)
8. Les patins à roulettes sont 25 \$.
9. L'équipe de hockey à l'école Laurier c'est les Lions.
10. La pièce de théâtre c'est *Les jours de ma vie*.
11. Un chemisier en coton c'est 30 \$.

H. Student module booklet, Comprehension Questions

1. C'est un jour de congé.
2. Tout le monde va au centre commercial.
3. Il y a des soldes dans tous les magasins.
4. Ils vont à une partie chez Luat le soir.
5. La vendeuse s'appelle Sally.
6. Don cherche un chandail.
7. Il y a beaucoup de chandails en coton, en laine, et en acrylique.
8. Don veut un chandail en laine.
9. Don porte une taille moyenne.
10. Les couleurs du chandail sont rouge, violet, jaune, vert, brun.
11. Les couleurs sont vives.
12. La salle d'essayage est au fond du magasin.
13. Le chandail ne va pas bien à Don.
14. Il est trop grand. Les manches sont trop longues.
15. La vendeuse dit, « C'est très à la mode!...C'est parfait! »
16. Le chandail coûte 49,99 \$.
17. Don découvre que ses deux amis portent un chandail pareil.
18. Ils sont comme les trois mousquetaires.

I. Student text, Situation 3, A, pages 170 and 171

This oral exercise consists of oral practice. Here are the sentences you should practise.

1. Non, la robe ne me va pas très bien. Elle est trop longue et les rayures sont trop larges.
2. Non, le pantalon ne me va pas très bien. Il est trop court et trop serré.
3. Non, le chemisier ne me va pas très bien. Les manches sont trop longues et je n'aime pas tellement le col.
4. Non, le short ne me va pas très bien. Il est trop grand. Et les pois sont énormes.
5. Non, le manteau ne me va pas très bien. Il est trop serré. Et les manches sont trop courtes.

J. Student text, Situation 3, B, page 171

A	B	Qui pose la question?
2.	Le vendeur parle.	f, h, j
3.	Le vendeur parle.	e, h, j
4.	Le client parle.	g
5.	Le client parle.	c, d
6.	Le vendeur parle.	e, h, j
7.	Le vendeur parle.	e, h, j
8.	Le vendeur parle.	a
9.	Le client parle.	d
10.	Le client parle.	b, c, d, i

N.L.C./B.N.C.

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